ANTHOLOGY

AN ANTHOLOGY OF COMMUNITY SCHOOL PROGRAMMING IDEAS FROM THE "IDEAS EXCHANGE"

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WHAT THIS PUBLICATION IS ABOUT

On the pages following (pp. iii and iv) is a listing of the objectives of the Alberta Community School Programme, and a presentation of the definition of a community school with ten distinctive characteristics that the programme is intended to encourage in the Province.

The Alberta Community School Programme was researched, developed, and tested over an eight year period from 1972 to 1980. Since its inception in June, 1980, 66 Designated Community Schools have been established and are currently in operation. To foster their operation in the mode described in the definition so that the programme objectives might be approached, a newsletter entitled Linkage was developed by the Interdepartmental Community School Committee (IDCSC).

Linkage contained a section called the "Ideas Exchange". Leaders in all the Designated Community Schools were encouraged to submit innovative programming ideas for publication, along with the telephone number and name of a contact person who might provide added information about each idea. These innovative ideas were then categorized by community school characteristics and published from month to month arranged by a selected characteristic.

Innovation for the common good is seen to be of high value, and those innovations that have been tested in the fires of practice are surely of even higher value. Since 1980, over 400 such ideas have been written up and published in the "Ideas Exchange". The object of the exercise was to encourage the spread of innovative practice, to give recognition to innovative people and schools, and to foster variations on innovations in other community school settings.

Many community schools began to see the "Ideas Exchange" as a source of possible programme objectives they could utilize in their self – evaluation and renewal process when they developed their Charter Yearbooks in the spring of each year. This is most appropriate, as the programme idea submissions were edited to appear in a concise, yet descriptive, and therefore "doable", format that might easily be modified to become one of a community school's annual objectives.

This publication, then, contains an anthology of the programme ideas published in the "Ideas Exchange". The material has not been altered from its original date of publication, so tense, reference to dates, etc., are set in the context of the original time of publication. Each idea has a distinctive number for ease of reference, just as each community school objective should also have an easily utilized reference number. Because personnel have changed over the years, we found it necessary to delete the name of the contact person; however, the name of the community school of origin is given with each idea, and the Appendix cites the addresses and telephone numbers of all community schools in the province. In the spirit of sharing that underlies the community school idea, I am hopeful added information about a particular idea may be gained by direct contact with the community school of origin.

Many people have helped make this publication possible. Vital in the process are the people who developed or adapted and implemented the ideas contained herein. Many hours of work were needed to solicit, compile, and edit the material in the anthology; this work was done by Sharon Melnyk. Typing of this manuscript was done by Colleen Rea and Corina Hartle. People in Alberta Education Communications assisted with the publication arrangements. On behalf of all the people who read and use these ideas in the future, I thank them.

Brian Staples
Executive Director
IDCSC
86/07/23

THE OBJECTIVES OF THE ALBERTA COMMUNITY SCHOOL PROGRAMME

While nearly all schools in Alberta exhibit characteristics of a community school as defined on the previous page, Designated Community Schools set out, in a written, renewable programme plan (Charter), to exhibit all of the characteristics, pursued over time, through a participatory process involving all affected publics. The intended objectives of the Alberta Community School Programme are cited below:

1. **Life Centered Schools.** To establish Designated Community Schools, where there is community, board and staff consent and commitment, which effectively and efficiently help the young, and those older people with a need, to learn to live their lives as fully as possible.

2. **Enhanced Basics.** To enhance the learning of basic human competencies for living by relating what is being taught in all Designated Community Schools as clearly as possible to real life situations. An intention is to make the full range of community school curriculum come alive by making it as meaningful to the lives of the learners as possible.

3. **Democracy at Work.** To encourage the conduct of all phases of the affairs and operation of all Designated Community Schools in a democratic, participatory mode which might also serve as a model of a humane, happy and productive work place in the educational and other service of people.

4. **Community Learning Centres.** Through the interagency cooperation, to foster the operation of all Designated Community Schools as effective, efficient community learning and participation centres. This should be done because we want the young, and those older people with a need to experience and observe developmental, educational, recreational, cultural, social, political and other positive human domains pursued with people of all ages. An inherent outcome should be the full utilization of the capital investment already made in the school building to serve the entire community appropriately whenever needed.

5. **Community Education at Work.** Those who give leadership in Designated Community Schools should realize the affinity of the community school concept to community education processes. With every appropriate teachable moment, such leadership staff are to teach people involved in all Designated Community Schools, and people in communities they are intended to serve, the use of the community education processes. Such processes are intended to improve successful individual and community life through education, public involvement and good research practice.

6. **Contribution to Sense of Community.** To promote contributions by all Designated Community Schools to the development and maintenance of a sense of caring and community among people in the schools' attendance areas and the world.

7. **The 10% Solution.** While it may be desirable to have all or the majority of schools in Alberta as Designated Community Schools, it is a reasonable objective to have 10%, or 160 Alberta Schools, as Designated Community Schools by January 1st, 1990. This figure is a function of the degree of readiness for acceptance and advocacy of the "life – centred" community school ideas among principal teachers in the Province.

WHAT IS A COMMUNITY SCHOOL?

A community school is consciously oriented to the community it is intended to serve. By design, a community school exhibits these kinds of characteristics:

1. **Community Related Curriculum.** Basic education is enhanced by relating the curriculum to real life situations in the community. Students go into the community to use available facilities and resources, and to provide service while they learn. In turn, community resources are brought into the school. Intense study of the local community becomes the basis for study of life in other communities and the world.
2. **Involvement of Parents.** There is an effective involvement of parents and other community members in helping to develop the curriculum of the school and in helping teachers through appropriate voluntary service.
3. **Collegiality.** A democratic, collegial philosophy is encouraged by the School Board and principal teacher in the administration of the school. Parents and other interested community people are regarded as allies.
4. **Everyone a Teacher.** The faculty includes teachers, working in co-operation with each other, and community adults and students.
5. **Everyone a Learner.** Although the education of the young is the priority, all members of the community are potential students, including pre-schoolers and adults of all ages. Educational activities involving people of all ages are encouraged.
6. **Interagency Co-operation.** The school regards itself as an integral part of a total community education system. The school co-operates with other community organizations and agencies to provide comprehensive educational, recreational, cultural and social services to people in the school attendance area.
7. **Facility Adaptation.** School facilities may be designed or modified with effective teacher and community involvement so that, ideally, the entire structure is designed to facilitate community use as well as to accommodate community education activities.
8. **Community Use.** The school facility is available for community educational, recreational, cultural and social use on an extended time basis daily and yearly. Community activities may be scheduled at any time during each operational day.
9. **Community Issues.** The school, by policy, encourages a study of problems and issues of significance to the community, often in co-operation with other agencies and organizations in the community.
10. **Sense of Community.** The school has a vital stated goal, which is to foster a sense of community. It is important that the people who live in its attendance area know and care about each other.

1. COMMUNITY RELATED CURRICULUM

Basic education is enhanced by relating the curriculum to real life situations in the community. Students go into the community to use available facilities and resources, and to provide service while they learn. In turn, community resources are brought into the school. Intense study of the local community becomes the basis for study of life in other communities and the world.

LINKAGE, May, 1982

1. **Fitness Testing** (Nicholas Sheran Community School) — Imagine at 8:45 a.m. a quiet gymnasium, and then at 9 a.m. the sounds of children, teachers, and parent volunteers shouting encouragements, "Come on, you can hang on longer, only 30 seconds, a few more sit-ups, run faster". This was the scene for three days of intensive fitness testing by the Y.M.C.A. in Nicholas Sheran Community School.

Approximately 30 parent volunteers assisted the Y.M.C.A. testing team as recorders, counters, and measurers. Children, Grades 1 through 6, were tested in seven skill items to evaluate their levels in fitness.

2. **Fund-Raising and Self-Reliance** (Kameyosek Community School) — There are hot dogs for lunch. All the children at Kameyosek Community School are given the opportunity to stay at school for a supervised lunch at a cost of 50 cents each. The purpose of the lunch is to raise money for the Grade 4's to go on a field trip to the farm and also to pay for an instructor to come to the classroom to show unique crafts such as baskets and dolls using cat-tail leaves.

Since working parents with children in school sometimes find their children must cope on their own for short periods of time, Kameyosek is offering a one day a week self-reliance program for Grade 1, 2, and 3 students. Sponsored by Edmonton Social Services and Millwoods Centre, the program includes such topics as: children in the marketplace, kids in the kitchen, communication, clothes for kids, and home safety. The program is held from 3:45 p.m. - 5:00 p.m. at no cost, but $1 is charged for a snack.

3. **Manners Month** (Thorncliffe Community School) — April was Manners Month for Thorncliffe Community School in Edmonton. The E.C.S. Parents' Executive Committee encouraged a different theme for each week of the month.

Children who were found demonstrating positive behaviour and good citizenship in school, the playground,in the mall, at cubs, and elsewhere received Thorncliffe manners tokens. Each Friday at school assemblies, students with tokens received citizenship awards. Examples of other activities included: word for the day, keeping a log book, poster contests, good deed for the day, and sharing nice experiences.

4. **Easy "Access"** (Bertha Kennedy Community School) — Several years ago, a staff member at Bertha Kennedy Community School discovered that video playback equipment was available on loan through the ACCESS Corporation. Eventually the school bought its own machine; however, teachers still use the resources at ACCESS. They now borrow up to 40 tapes at a time from the ACCESS catalogue. Students and teachers alike have been enjoying easy "access" to television programs that are directly related to their studies.

The school plans to set up a film club with senior citizens whereby one student will select a video tape to watch with one senior, perhaps during a library period. Then, together they can discuss the tape.

LINKAGE, December, 1982

5. **Adopt-a-Grandparent** (St. Patrick Community School) — The "adopt-a-grandparent" program at St. Patrick is part of the language arts and religion courses. At the beginning of the year, Grade 8 students are given a course outline listing topics to discuss with a "grandparent"; students follow up these discussions with written reports. When students are not engaged in discussions, they are free to plan fun activities with the "grandparent".

The choice of activities is left entirely between the two. At the end of the year, everyone gathers to celebrate and reflect on the joys of getting to know the adopted grandparent, granddaughter, or grandson.

6. **Historic Tape Library** (Banff Community School) — To learn what life was like during World War One, the Roaring Twenties, and the Dirty Thirties, social studies and language arts students can interview senior citizens in the community. Colorful life stories of senior citizens can also be recorded on tape and become part of a permanent historic tape library. Transcribing skills are learned by preparing a written biography from the taped interview. Historic research techniques are learned by writing a report to substantiate information recorded on the tapes.

As many community schools throughout the province are located near Indian Reserves, another idea would be to interview elderly native people who still remember the old ways and the old stories. Such interviews would be valuable additions to a historic tape library.

7. **Snack du Jour** (Norwood Community School) — Grade 6 students at Norwood Community School are involved in a "snack du jour" nutrition program. Responsibilities include: planning monthly menus, determining quantities of food needed, working within a budget, shopping for groceries, helping in food preparation, and announcing over the intercom the nutritional value of the "snack du jour".

8. **Hire-a-Student Project** (Ecole Communautaire Father Jan) — The hire-a-student project is a fundraising campaign where Father Jan students raise funds by doing household jobs to support a foster child. The students make agreements with parents, neighbours, and relatives to take out the garbage, shovel the walks, or do whatever job might need to be done. Students receive the intrinsic reward of knowing that through their efforts a deprived child has food to eat, clothes to wear, and a place to sleep.

9. **"Hairitage"** (St. Paul Community High School) — Each afternoon, several beauty culture students at St. Paul Community High School visit the nearby nursing home to assist patients who request help with hair care. If the customer cannot come to the school, then let the school go to the customer.

LINKAGE, January, 1983

10. **Students Tell Stories to Author** (Norwood Community School) — A local author was commissioned to write a booklet commemorating Norwood Community School's anniversary. Part of the job involved interviewing students to record their memories and impressions of the school. On another occasion, a different author turned her visit into an information exchange. She taught students about her job as an author, and then gathered ideas from the students to incorporate into her next children's book.

11. **Extended Library Program** (Norwood Community School) — The school has become extensively involved in public library programs at Sprucewood Library. Involvement includes the following: visits by the librarian, visits by classes to the library, displays of children's works in the library, participation in library contests, and a reading assistance program in which volunteers give one-on-one assistance to children having reading difficulties.

12. **Parents Plan Family Life Program** (Rosebrier Community School) — In cooperation with the Parent-Teacher Organization, Rosebrier sponsors a family life education program every other year. The Parent-Teacher Organization pays for a physician to come to the school and discuss human sexuality with the students. Parents plan and design the program with the assistance of the local health unit and a physician.

13. **Bus Drivers Assist in Community Mapmaking** (Muir Lake Community School) — Students at Muir Lake Community School plan to make an enormous community map for display in the school's main hall. The project is related to the students' division one social studies theme "Communities". Houses, landmarks, school bus routes, and north, south, east, and west orientations will be marked.

School bus drivers will be interviewed and asked to assist with information. As well, bus drivers have offered to take students on a special bus trip around the entire school catchment area to note landmarks.

14. **Students Hear About Archeological Discoveries** (Muir Lake Community School) — Graduates from the University of Alberta Faculty of

Archeology visited Muir Lake Community School during the 1981/82 school year to tell their stories. Students at Muir Lake were fascinated to learn from experts how ancient civilizations and prehistoric animal life are discovered and how archeologists are instrumental in these finds.

15. **Reporters Teach Journalism** (Father M. Beauregard Community School) — To introduce students to the journalistic style of writing, local reporters were invited to talk about different types of articles. Reporters responsible for writing sports, general news, and community news articles discussed their area of specialization. Students followed up each reporter's visit by writing their own articles, some of which were later published in the local newspaper.

16. **From the Horse's Mouth** (Suggestion from a Community School Friend) — It is great to bring people into a school, but it is even better if you can get them to participate fully. Select members from the business, labour, and government community to teach a class about a topic of their choice. Let the public know about the "community teachers", what was taught, and what students' reactions were to the "special" class.

17. **Syncrude Field Trip Exchange** (Father M. Beauregard Community School) — Many parents at Father M. Beauregard are employed by Syncrude, so teachers decided to set up a field trip exchange with the company. The exchange tied in well with the Grade 5 social studies unit "Canadian Resources".

Students also had an opportunity to learn from guest speakers about their own parents' jobs and other related jobs such as: soil sampling, microscopy, projection, extraction, and reforestation. The plant site visit consisted of a guided bus tour; however, children under the age of 12 were not allowed out of the bus due to dangerous hazards.

18. **Fund-Raising Through Spelling and Quietness** (St. Timothy Community School) — A yearly spell-a-thon is held at St. Timothy. Students are responsible for finding sponsors to make pledges for each word correctly spelled. Parents volunteer to supervise and check written spelling tests. The money raised is used to buy educational materials.

Since children in E.C.S. cannot spell but nevertheless want to be included in this fund-raising event, they are encouraged to participate in a "quiet-thon". These little tots find sponsors who pledge a few cents a minute for each minute of quiet work in class. Throughout the day, the E.C.S. teacher proclaims 15 minute "quiet-thon" periods for the entire class. Parents are on hand to observe and record each child's behaviour.

19. **Brown Bag Lunches** (Southview Community School) — If brown bag working lunch sessions are successful with adults, then why not try them with students and let them be responsible for organizing such sessions? Students at Southview did just that. They selected the lunch-time topic, decided who to invite as a guest speaker, wrote a letter of invitation, introduced the speaker, led the question period, and wrote a letter of thanks.

As a follow-up activity, students made themselves available to other classes to tell what they learned at their brown bag lunch session.

20. **Learning at a Restaurant** (Bertha Kennedy Community School) — Students visited the kitchen of a local restaurant as part of a study on nutrition and the food industry. They learned what is involved in managing a restaurant, for example: maintaining health regulations, buying groceries, and preparing food. After the guided tour, students were served a meal they had watched being prepared. During the meal, students were required to demonstrate proper etiquette rules learned prior to the visit.

21. **Science Bar** (Suggestion from a Community School Friend) — Make science and math popular by designing a science bar to attract students during their lunch hour. Students can view simple chemistry experiments or solve a math puzzle with interlocking parts. Invite students to sit on bar stools and participate.

22. **Enrichment from Banff Fine Arts Centre** (Banff Community School) — Students at Banff Community School are fortunate to be located near the Banff Fine Arts Centre. Actors and actresses have occasionally come to the school to talk about their chosen profession and have assisted in choral speech programs. A well-known director once conducted a demonstration drama class. Poets and local writers have often given readings of their work. Throughout the years, students have attended many concerts, films, and plays held at the centre. Next year for the first time, students plan to utilize the facilities and resources of the centre to put on a play of their own.

23. **Can You Dig It?** (Suggestion from a Community School Friend) — One way to encourage students to develop their thinking skills is to plan a special archeology program called "Can You Dig It". Pick a site and in it place artifacts which reflect a contrived lost culture. Two schools can use the site to dig up each other's creations.

Students then return to their respective schools with the recovered artifacts and reconstruct the "culture". Later, a meeting can be held between students from each school to discuss the findings from the digs. In this way, information can be shared on the subjects of geography, economics, religion, and the arts. During the process, a number of thinking skills can be developed by drawing inferences, recognizing causes and effects, and by asking questions.

LINKAGE, February, 1983

24. **Mountain Ecological Impact Studies** (Banff Community School) — Students at Banff Community School live inside a world famous national park which has been set aside to preserve the beauties of the mountain wilderness. These students have an opportunity to study first-hand the history, geology, and ecology of the Rocky Mountains.

In the past, students have learned about the reclamation project at Sunshine Village. In the future, they plan to study the recession of the Vermilion Lakes, industrial pollution control at Exshaw, and the ecological impact of the tourist industry on Tunnel Mountain. The expertise and resources of park wardens and naturalists will be utilized during these studies.

25. **Survival Camps** (Peter Pond Community School) — Peter Pond has obtained 10 acres of wilderness land from the government on a two-year renewable lease basis. The land, located 50 km from Fort McMurray, is accessible only by archaic train or rough road.

On Friday mornings, junior high students with their camping gear board a train that takes them to a location one mile from the leased land. Students then hike to the primitive camping site.

Students spend the weekend learning about wilderness survival, minimum environmental impact, nature appreciation, orienteering, outdoor cooking, archery, fishing, and winter camping.

26. **Historic Canoe Trips** (Peter Pond Community School) — During a canoe trip from La Loche, Saskatchewan to Fort McMurray, the Peter Pond Explorers retrace the historic route of Peter Pond. Teens and adults cover their own expenses to fly into La Loche and canoe up the Clearwater River to Fort McMurray.

Before the trip, the community school coordinator conducts a Leaders in Training course for students interested in pursuing a career in outdoor recreation. The course involves students in pre-trip planning and outing responsibilities.

While reliving the country's past, the Peter Pond Explorers acquire skills in river canoeing, wilderness camping, and plant and animal observation. The Explorers learn how their very survival depends upon group cooperation, wise leadership, and good communication channels.

27. **Garden Allotment and Greenhouse Project** (Hillhurst Community School) — Today's children often do not realize that not so very long ago we were dependent upon the produce of our gardens for most of our fruits and vegetables. There is a growing movement of ecologically-minded people who realize the value of naturally-ripened, chemical-free, local produce. Consequently the Hillhurst/Sunnyside Steering Committee felt it would be a wonderful idea to initiate a communal gardening project. The municipal government was approached to make available some vacant land for gardens. Another idea was to raise money to build a greenhouse onto the side of the school.

28. **Ecological Impact Study** (Sherwood Community School) — Sherwood Community School, located near several natural riverside parks, decided to involve students in an ecological impact study when they heard that a freeway was going to be extended into one of these parks. The results of before and after field trips to the area showed students the detrimental effects of urban construction on flora and fauna.

29. **Park Care Project** (New Sarepta Community High School) — Students at New Sarepta Community School are planning a program with the village council to help care for the three parks in the area. Together they will determine necessary projects such as: fixing the playground, cleaning up, weeding, mowing the grass, and landscaping. Work parties will be organized on Saturdays. The

village council plans to hire two students during the summer to assist with this project.

30. **Environmental Conference** (Suggestion from a Community School Friend) — Two days per year can be set aside to promote study of the environment and offer courses taught by teachers, support staff, administrators, and community volunteers on subjects chosen by students. Course titles can be chosen to attract attention, for example: "Take It or 'Leaf' It", "Pond Life", "Hike for Health", "Rotting Log", "Belly Botany", or "Rocks Have Class".

31. **The Blooming of the School Yard** (Brownfield Community School) — The long weekend in May is the traditional time when Albertans stampede to nearby greenhouses and purchase bedding plants and seeds to plant in their gardens. Every year, students at Brownfield join their fellow Albertans in this firmly implanted tradition. All students share the task of separating the bedding plants, digging up the soil, watering the flowers, and last but not least, that not-to-be-forgotten task of weeding.

32. **The Greening of the School Yard** (Suggestion from a Community School Friend) — Before deciding where to build paths in the vicinity of a school, study the walking paths taken by students and then have permanent ones built along them. Barren areas can be turned into beauty spots with a little imagination and the help of students in the school. A home maintenance science course thus becomes a very popular one.

33. **Bird Blinds** (Midway Community School) — Swanson's Lake is a small lake located a few miles from Midway Community School. A wide variety of waterfowl feed and rest on this lake during spring and fall migration. Last year, a black swan was sighted by several bird watchers. In order to give children an opportunity to study and observe waterfowl at close range, the school plans to build bird blinds with the help of local farmers. Children will learn how to approach the blinds and wait silently so that the birds will not be frightened away.

34. **Mushroom Picking Adventure** (Muir Lake Community School) — Last year, students at Muir Lake Community School survived to tell how much they enjoyed their mushroom-picking excursion. Under the guidance of a supposed mushroom expert the students picked, cooked, and ate mushrooms found near the school. If that's not trust, what is?

35. **Bedding Plant Projects** (New Sarepta Community High School) — The study of plants could be extended to provide services to the community. Students could study and grow flowers from seeds and then sell them as bedding plants to people in the neighbourhood. The art of landscaping could be learned by having students use bedding plants to design flower beds around the school. Further knowledge of plants could be attained by assisting the elderly with gardening.

36. **Bird Sanctuary** (St. Paul Community High School) — St. Paul Community High School, in conjunction with Alberta Wildlife and Environment Canada, has created a bird sanctuary 20 minutes away from town. A biology teacher is responsible for instigating this project for the benefit of students studying the natural habitat.

LINKAGE, March, 1983

37. **Cross-Cultural Exchange Program** (Alex Taylor Community School) — A cross-cultural exchange program has been set up at Alex Taylor with several schools located in more affluent areas. Grade 1 to 6 students correspond and visit each other's schools to promote greater understanding and appreciation of one another.

LINKAGE, April, 1983

38. **Farm Economics** (Menno-Simons Community School) — The Economics of Human Geography is the title of a junior high option course at Menno-Simons. Since many students attending this school live on farms, the bookkeeping aspects of farming are given special emphasis. For example, students learn how to prepare a financial statement for a farm including liability, operating expenses, and revenues.

39. **Local History Course** (Grande Cache Community High School) — A local history option course has been offered at least one semester a year at Grande Cache Community High School. The course informs students about the history of the Grande Cache area, the development of the town, and also explores current issues. Interaction with community members and the use of community members as resource people are encouraged.

This option course ran in the spring of 1982 and

will run again in September, 1983, for both semesters. It is hoped that one of the outgrowths of this course will be the development of a local archives, starting with a collection of old photographs.

40. **Parents Talk About Their Career** (Suggestion from a Community School Friend) — Invite parents into the school to tell students about their careers. A member of the police force can talk about bicycle safety. A working or student mother can explain how she managed to handle her roles as mother, worker/student, and wife. In this way, communication between parents and children can be established, and the children can be made to understand what their parents do each day in their various responsibilities.

41. **Gulf and Shell Petro-Science Program** (Matthew Halton Community High School) — In 1982, an ad hoc committee consisting of representatives from Gulf Canada and Shell Canada Resources, the school principal, the community school coordinator, and the science department chairman worked together to develop a petro-science, high school credit option program. Because the two companies employ many local people, they identified the need for a course to prepare prospective employees for a career in petro-science. The course is also intended to stimulate people to seek further education in the area of petro-science.

Department of Education approval was necessary because this course is offered at the high school level. Date for implementation of this course is hoped to be in September, 1983.

42. **Public Speaking** (Madonna Community School) — Public speaking is a skill that few people have had an opportunity to acquire. Realizing that the ability to express one's self in public is an integral part of leadership training, Madonna offered a public speaking, junior high option course. A person from Toastmasters brought in many instructional materials and assisted with judging. Parents were also invited to help judge speaking contests and debates. The public speaking course was very successful with an enrolment of 27 students.

43. **Skills for Life** (Good Shepherd Community School) — The Skills For Life program is designed to give children from Grades 2 to 6 an exposure to hobbies and leisure skills. It takes place every spring for six weeks and runs once a week for an hour. To begin with, children are asked to list, in order of preference, four hobbies or leisure skills they would like to acquire. Matching the children's requests with volunteers and teachers willing and able to teach a mini-course to a small group of students then becomes the task of the community school coordinator.

Examples of Skills For Life courses include: yoga, pet care, photography, secretarial skills, cooking for boys, Irish dancing, broadcasting, first aid, and oriental cooking. This program groups children according to interest rather than age and gives all children a chance to excel at a "subject" that will perhaps become a life-long hobby.

44. **First-Hand Work Experience** (Suggestion from a Community School Friend) — To help high school students determine whether their career planning is leading them in the right direction, arrange for one or two visits to the workplace for first-hand observation or job experience.

Six steps ensure the success of this project. First, the career development staff member visits classrooms to explain the program and its options. Second, students complete a career card listing their career preferences. Third, the career card information is fed into a computer, and a printout lists students by their interests. Fourth, each student completes a pre-exploration form describing his/her reading or research into the preferred career, so that he or she is knowledgeable about the job before the planned visit. Fifth, a field trip to a career location is then arranged for first-hand experience. Job experience is planned wherever possible. Students are prepared to ask questions and to know what to look for so that the experience will prove to be realistic and not just theoretical.

Lastly, after the visits, students are asked to complete a checklist to evaluate their experiences. Counsellors then discuss these ideas with students.

45. **Self Reliance Course** (Kameyosek Community School) — As many children at Kameyosek Community School come from homes where both parents work, it is important that these children acquire independent "survival" skills at an early age. To meet this need, the community school coordinator and the Social Services Department combined efforts to plan and teach an after school

course called "Self Reliance — I Can Do It!". This course taught children skills in: communication, home and fire safety, Block Parent awareness, street safety measures, consumerism, survival cooking, and buying clothes. Guest speakers were invited regularly to speak on various topics.

For other schools who are interested in starting a self reliance program, the community school coordinator highly recommends a book called Helping Children Help Themselves. It is available at no cost from Alberta Agriculture.

In addition to the "Self Reliance — I Can Do It!" course, many Grade 5 and 6 boys signed up for a complete course in survival cooking. A senior citizen taught this course and developed the recipes herself. The children used the school's community kitchen to learn how to prepare simple, yet nutritious meals for themselves.

The community school coordinator wishes to acknowledge the work of Valerie White, the community school coordinator at Thorncliffe Community School, for piloting the self reliance program at the school.

46. **Children's Literature Course** (M.E. LaZerte Community High School) — An English teacher at M.E. LaZerte taught a course for students who wanted to learn how to write stories for children. As the worth of the story is in the telling, young authors tried out their stories on a real live audience at the Londonderry Child Development Society. Students also read classical children's literature to the children in order to learn how and why children respond to various elements in a good story.

47. **Being and Becoming** (M.E. LaZerte Community High School) — "Being and Becoming" is the name of a year-long parenting and child development program in which students cooperate with the Londonderry Child Development Society to observe and work with pre-school children. Students "adopt" a pre-school child to observe closely and become involved with during the year. Students also visit other pre-school settings, attend meetings, special events and field trips, and do a research paper on a chosen aspect of pre-school children.

This course is very demanding as the students are responsible for much of their own learning. The rewards of the course are as great or small as the student wishes them to be.

48. **Graduates' Report** (Suggestion from a Community School Friend) — Contact as many former graduates as possible and find out something about their careers. Ask if they have any advice for today's high school students. Results will show that former students are in all walks of life and are scattered throughout the country. Feature a newspaper section with all the information gained and distribute it to students in feeder schools. This will instill a feeling of pride in their senior high school.

49. **Community Service Course** (M.E. LaZerte Community High School) — A community service course, in which the choice of work place is left up to the student, is offered at M.E. LaZerte. The supervising teacher draws from both the Volunteer Action Centre and the work experience program to find job ideas.

Students interview three prospective employers to ask questions about the job and find out what it would be like to work there. The student submits a written report stating his/her own preference and how the decision was reached. The employer, in turn, interviews the student to see if the student meets the requirements for the position.

The student keeps a journal in which to record observations and feelings about the job, colleagues, and conditions. Since the journal discloses the student's innermost feelings, it is evaluated by a person of the student's own choosing. The employer evaluates the student according to whether he/she has kept a mutually agreed-upon contract. This course links young people to the community in a cooperative venture of service and understanding.

50. **One Day Enrichment Program (O.D.E.)** (M.E. LaZerte Community High School) — An annual event at M.E. LaZerte is the O.D.E. program during which students attend seminars to explore worthwhile life-skills. Students are asked to submit a list of topics they would like to know more about. Staff members respond by providing speakers and resource material on each of the popular topics. Students can choose to attend seminars on life-skills such as: individual career exploration, a crash course in auto mechanics, a minor repair workshop, art or music appreciation, hi-fi building, cycling with a pup tent, shadowing an executive, media exploration, or business ventures.

51. **Summer Camps for Deprived Children** (Alex

Taylor Community School) — Many children at Alex Taylor have rarely travelled outside Edmonton. For this reason, and because travel is an excellent form of education, free camps are held every summer at a wide variety of locations. Camps have taken place all over Alberta and Canada, and even in other countries.

During the summer of 1982, for example, the Boy Cubs travelled to Trinidad as part of an exchange program. Twenty eager cubs sang, collected bottles, and sold seasonings to help pay for their share of the trip.

Business people, former students, the parent auxiliary, the children themselves, and other concerned groups donate or help raise money so that children could attend camps at little or no cost.

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52. **Paramedics and Police Option Course** (Dr. G.M. Egbert Community School) — A community course is held three times a week at Dr. Egbert Community School involving local police and paramedics who speak to the students for three-quarters of an hour at a time.

For example, during one session a paramedic spoke about the role he plays in emergency situations and gave a demonstration on how ambulance equipment works and what it is used for. During another session, a policeman talked about the legal system and later took the kids on a tour of the courts. Regularly, a speaker from the police department who is on truancy detail talks to students about such things as crime and its prevention and drug abuse. Through such regular visits, students become comfortable with these speakers and are able to talk freely and openly to them. As a result of these open discussions, three drug arrests have been made.

53. **Travelling Zoo** (Hillhurst Community School) — Snakes, frogs, turtles, and guinea pigs are some of the creatures that the Calgary Board of Education loaned to the Grade 4 to 6 science classes at Hillhurst Community School. Students gained first-hand knowledge of animals while learning observation and recording skills. The Grade 6 class also learned teaching skills by sharing their newly acquired knowledge of animal behaviour with pre-school children who were invited to see the travelling zoo.

54. **Students Raise Money for Math** (Hillhurst Community School) — Recently, $100 worth of math books were lost from Hillhurst Community School. When students learned that they would have to replace the books, they decided to organize a fund-raising event. Hot dogs and candy were the main attraction. Student committees were responsible for various aspects of the sale, such as candy, hot dogs, work, selling, and so on. Students also attended meetings held by the teachers and community school coordinator to ask questions about how to organize the event. The sale was a great success with more than $100 being raised for the purchase of new books.

55. **Career Awareness** (Colonel Walker Community School) — In order to assist students in learning more about careers and career opportunities, a field trip was planned for students of Colonel Walker Community School. The objective was to have students realize the various careers that do exist and to assist them in their planning. The students were asked to arrange meetings with community businesses and agencies. They were then required to interview the owner and investigate career opportunities. After the interview, the students wrote articles for the school newsletter on what they had learned from their interview.

56. **General Education Experience Program** (Dr. G.M. Egbert Community School) — Whenever a student is interested in finding out more information on a particular job, he/she can write a letter of inquiry to the school counsellor who then arranges a 10 minute interview for the student. After the interview, the counsellor makes arrangements for the student to spend a day with a person working in the chosen field. Through this program, students learn about jobs firsthand.

One student spent the day with a pilot, which included an airplane ride. Another spent the day with a veterinarian and observed an operation. Afterwards, students write up a report on the knowledge they have gained from their experience and how it might assist them in the process of choosing a career.

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57. **Film Study** (M.E. LaZerte Community High School) — Yes, they are watching, but are they viewing? In response to student interest, the English department offered a three credit option in

film study in September, 1983.

According to the Alberta curriculum, students are expected to be familiar with interpreting visual information. Although students have watched many hours of television and attended movies all their lives, the technique of "reading" a film or "viewing" is still a mystery to many of them.

Beginning with short animated films used to develop visual vocabulary and technique, the course ranged from silent shows to current offerings. One objective was to show students the developmental aspect of the medium. A second objective was to show film as an art form as well as entertainment.

58. **Industrial Arts in Business** (New Sarepta Community High School) — The implementation of the community school concept has been partially responsible for the graphic arts department providing a useful service to the village of New Sarepta. The production of business cards and advertising posters for community members, businesses, and groups has helped to bring school and community together.

The business card production permits students to apply what they have learned "beyond classroom walls". This service provides custom business cards at economical prices. At the same time, a small profit is realized by the graphic arts department permitting the purchase of additional varieties of type. Due to the budgetary limitations of a small school, this is an important dimension.

The demand for local advertising posters has also shown a marked increase. In the past, events were announced via handmade posters. The more professional and artistic posters produced by the school's printing press have indeed improved advertising.

59. **School Spirit Project** (Matthew Halton Community High School) — In March, 1983, Matthew Halton was involved in a school spirit project. The project was jointly funded by AADAC, the Pincher Creek School Division, local businesses, and students.

The program was designed to expose students to a series of situations intended to be of value and benefit throughout their lives. Activities were planned by community members, agency representatives, school staff, and parents. Over a period of four noon hours, activities included: bicycle maintenance, skin care, origami, paper tole, photography, local wildlife, Japanese calligraphy, skin care, dog care and grooming, country dancing, corn husk dolls, computers, Easter egg decorating, aerobics, cooking, travel, puppetry, first aid, native culture, genealogy, fitness testing, and model airplane building.

The week culminated with a winter sports day. Students could choose a day of downhill or cross-country skiing, winter camping, or a variety of in-town sports activities. The day's activities ended back at school with a chili supper and sock-hop dance.

The program was not only successful in terms of exposing a large number of students to educational and recreational activities, but it also provided an excellent opportunity to involve a large number of community members.

60. **Required Activities Program (RAP)** (Eastview Community School) — The Required Activities Program offers the usual option courses as well as many unusual ones. As an extension to the Grade 9 French program, two RAPs have included "Les Ordinateurs" (computers) and "La Planche a Voile" (wind surfing). These programs were conducted in French as additional preparation for a student exchange to Quebec. Music theory, chess, and "Hoof to Mouth" (study of cattle and the beef industry) are but a few of the other offerings. Normally, the RAP program is conducted Wednesday mornings from 11 a.m. to 12 p.m., but many offerings cover two hours; a few are even conducted during weekends.

61. **Students and Local Artist Decorate Walls** (Grande Cache Community High School) — Three major murals were designed as a joint venture between Art 10 and 20 students and the Palette Pals, a local art group. The first project was a four by eight foot panel depicting typical scenery in the Grande Cache area. This panel now hangs near the school entrance.

The second project was a more ambitious undertaking covering a large portion of one hallway wall. After making an initial plan, four Art 10 students and two members of the Palette Pals spent one week creating a mural of the school athletic symbol — a bighorn sheep in its natural environment. The mural has received a lot of praise from staff,

students, and community members.

Towards the end of the year, five Art 20 students worked with one Palette Pal member to design and produce six Olympic style athletic graphics. These designs were made on four by eight foot sheets of plywood and hung in the gymnasium. They were painted in the school colours of burgundy and white.

In order to reciprocate the good will shown by these local artists, the school donated a portion of its mezzanine area to Palette Pals art displays. As well, a Palette Pals arts and crafts sale was held in the gym. This local art group has certainly taken up the community school spirit.

62. **Industrial Arts in E.C.S.** (Banff Community School) — This year, industrial arts students at Banff Community School continued their ambitious projects in woodworking. Projects included grandfather clocks and bird houses as well as roll-top and writing desks. Students still found time, though, to share their skills with the E.C.S. class. Each child in E.C.S. constructed and painted their own toy car under the supervision of a senior student.

63. **Rural School Option Class** (Lafond Community School) — With only four staff teaching 35 students from E.C.S. to Grade 9, it is often difficult to find all the skills and expertise within the school to offer interesting option programs to students. Lafond's solution is to transform one junior high option class into a series of mini-courses using different resource people from the community. Because these courses are offered in short blocks of time (a maximum of eight weeks), students are exposed to a variety of areas in one year. Resource persons are invited into the classroom and the teacher becomes a learner along with the students.

Courses that were offered in the past year included: St. John Ambulance emergency first aid, knitting, leatherwork, an Alberta Safety Council babysitting course, farm safety, and C.P.R.. Hunter training and pottery are two tentative courses being considered for the future.

64. **Mount Everest Presentation** (Lafond Community School) — In many smaller schools it is traditional to honour Grade 9 students who will be moving to another school. This year, Brownfield Community School invited Dwayne Congdon, a member of the Canadian Mt. Everest Expedition, to speak at an evening in their honour. The first hand report of the expedition proved to be informative and inspirational, and the large crowd of community members and students saw slides, films, mementos, and climbing equipment. If others wish to have a similar presentation, they can arrange it with Canadian Mt. Everest Expedition, Box 990 Canmore, Alberta TOL OMO.

65. **Video Tape Exchange** (Brownfield Community School) — If students are going on a field trip with another school, a video tape exchange provides each group with an excellent pre-field trip activity. On the video tape, students and staff can introduce themselves, give a guided tour of the school or community, and so on. The actual content of any video tape is limited only by the imagination of the production staff and the limitations of the video equipment.

Students should be allowed to participate in all aspects of production, giving them some idea of the amount of work that is needed to prepare programming for commercial television. This activity has been part of a school twinning project with Lafond Community School.

66. **Booklet for Field Trips** (Eccle Communautaire Routhier) — Booklets are being produced to assist teachers in relating their field trips to specific objectives in the Alberta curriculum. These booklets will eliminate duplication of visits to the same sites by different classes and grades. It will also make the curriculum more life-centered and will make the excursions relate more closely to specific program objectives.

67. **Two-Way Field Trip Evaluation** (Eastview Community School) — One objective of the Eastview Community School charter is to establish a two-way form of evaluation in regard to community related curriculum trips and excursions. An attempt is made to receive feedback from venue personnel regarding arrangements, discipline, control, and behaviour of students during field trips. Conversely, student and staff responses to venue staff regarding the programs, accommodations, and delivery suggestions are made to improve future field trips. In both cases, positive feedback regarding conduct is strongly emphasized. The concept of shared evaluation is still being developed, but even in its present form it is a valuable tool.

68. **Banff Fine Arts Centre Liaison** (Banff Com-

munity School) — Students at Banff Community School are very fortunate to have the Banff Fine Arts Centre at their doorstep. The centre is very interested in maintaining a liaison with the community and has initiated several projects which directly benefit students.

Jeremy James Taylor, a children's playwrite from London, England, selected 16 students from the junior and elementary schools to take part in a musical play about the mining ghost town of Bankhead which was located near Banff. The play was performed in December and aired on national television.

As well, Banff Fine Arts Centre initiated a series of Saturday morning workshops in drama, music theatre, and visual arts for students. These workshops added a rich dimension to the fine arts program currently being taught at Banff Community School.

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69. **Cooperative Planning** (Sacred Heart Community School) — A teacher field trip coordinator was appointed in each division of Sacred Heart Community School this past year. These teachers worked with the community school office in organizing field trips and bringing resources into the school. The program included cross-grade learning by placing a division one class with a division two class on field trips. Older students helped supervise their younger classmates, and everyone had a good learning experience.

70. **Cross-Grade Sharing** (Ecole Communautaire Father Jan) — In a community school, cross-age learning is certainly encouraged and prescribed. At Ecole Father Jan, to ensure that this would occur more frequently a "What's Happening" bulletin board was erected in the staff room where teachers could post any special events or activities occurring in their classroom. This allowed other teachers to decide if there was anything of interest for their classes; necessary arrangements for class visits were then made. As a result of this communication link, teachers become more aware of opportunities and advantages of cross-grade sharing.

71. **Pac-A-Book Week** (A.B. Daley Community School) — As a take off from Pac-man, all who entered the school "pac'ed" a book during National Book Week. At various times, a mystery voice on the intercom announced it was time to read.

During the same week, book stores displayed their wares in an empty classroom. The librarian, with the help of volunteers, aided each grade up to junior high, as well as parents, to view and purchase books. Materials dealing with local history, pre-school activities, and cooking were particularly appealing to parents. The library's profit, based on 25 percent commission, was about $700.

Every student created a poster to advertise Pac-A-Book Week. The posters were judged by local artist volunteers and displayed throughout the town. Winners were presented with a free book of their choice.

The following benefits resulted from Pac-A-Book Week: many people visited the school for the first time; a wide range and number of books were conveniently displayed and sold (this is uncommon in most rural towns); reading as a leisure activity was promoted; and money was raised to buy new books for the library.

72. **Every Child an Author** (Dunluce Community School) — For the Every Child an Author (E.C.A.A.) program, each student wrote a story at some point during the year. When the stories were ready, they were typed either by teachers or volunteers and given back to be illustrated by students. Volunteers also made fabric covers for each book. Students were excited and proud to see their work typed and bound into a hard-covered book. Many classes were so motivated that they produced two books.

73. **Reading City** (Connaught Community School) — Students and staff at Connaught, with assistance from the Educational Opportunities Fund (E.O.F.), have transferred the halls into a place called "Reading City". Large floor-to-ceiling relief murals are complemented by signs, street markers, a harbour, town hall, newspaper office, court house, hall of fame, library, social science museum, art gallery, and poet's palace. The project unites curriculum-based written and art endeavours. Easy display changes are possible while the set remains intact.

This gigantic undertaking will be able to function for a considerable length of time as the "city" is designed to grow with educational needs. It has the potential to house displays of all students, young and old.

74. **The "All Together" Book** (Douglas Harkness Community School) — Douglas Harkness published an anthology of the best selection of each child's writing (ECS-6) for the year as an incentive toward better writing and as a tribute to the creativity and imagination of students. The anthology is a group project involving students, parents, teachers, support staff, and administrators. The book provides a tangible link between school and community.

The children's creativity is stimulated throughout the year by guest speakers, who may be writers themselves, who share their experience with the children.

The book includes illustrations, and each year a contest is held to select the best cover design for the book. At Douglas Harkness, students and staff are "all together" in their enthusiasm for this project.

75. **The Great Sherwood Balloon Caper** (Sherwood Community School) — To provide an exciting challenge to students to practice reading skills, the Great Sherwood Balloon Caper was devised.

Each class was given a grid marked in 100 m "altitude" blocks. Children were asked to read a book from a category of their choice (fiction, biography, sports, etc.) and then complete a project based on that book to receive credit on their individual "flight paths". Credit was given in "altitudes" of 25, 50, and 100 m, depending on the complexity of the project. Altitudes were recorded by attaching small balloon drawings to the grid at the appropriate spot. Balloons were colour-coded to show the type of book that had been read. In addition, each class received a "class altitude chart" and a large hot-air balloon drawing. The class balloon was raised 100 m for every five books that class members read.

During the entire campaign, special activities were planned to stimulate and maintain interest. The project culminated in an actual hot-air balloon ride.

76. **Archifest** (Hillhurst/Sunnyside Community Schools) — Students from Hillhurst and Sunnyside Community Schools participated in the celebration of Architecture Week in Calgary by working with prominent architects and architecture students to design an ideal park. A full day was spent in hands-on work at the community association. Children were divided into 10 groups of seven or eight students and worked with an architect.

The session gave the students an understanding of structural design and of factors taken into consideration when planning new communities. The day was organized by Stan King, an instructor from the Southern Alberta Institute of Technology.

77. **Pictorial History Album** (Ecole Communautaire Mallaig) — To preserve interest and knowledge in pioneer life, a pictorial history album has been started by Grade 3 and 4 students. Past and present community members are invited to lend old pictures or negatives which are then reproduced and returned. These prints are classified and mounted in albums. A file card is made for each picture telling where and when the picture was taken and acknowledging the donor of the print. Funds for the project came, in part, from a government grant and, in part, from fund-raising by these two classes.

78. **Pioneers Help in Essay Contest** (Blueberry Community School) — Four ladies from Alberta Rose Manor in Stony Plain came to Blueberry Community School to tell stories about pioneer days. Afterwards, students were asked to write an essay on some segment of Stony Plain's history. These essays were submitted to the 75th Anniversary Essay Contest, the theme of which was the "History of Stony Plain".

Students, who studied this topic as part of the social studies curriculum, learned a lot and were especially interested in the different points of view that were presented by the seniors. They were also eager to ask questions about school in Stony Plain 60 and 70 years ago.

79. **A Pioneer Christmas** (Ecole Elementaire Communautaire de St. Paul) — Christmas is prime time for a Memory Lane Pioneer Day. As a wrap-up for Grade 3 and 4 social studies units on pioneers, two classes met in a large area of the St. Paul Cultural Centre, which is located adjacent to the school, and enjoyed a pioneer experience. Fourteen stations were equipped and manned by parents and grandparents. Students chose their preferred activity: icing yule logs, decorating sugar cookies, modeling clay, making paper streamers, decorations and lanterns, mending socks, making candles, carding and spinning raw wool, braiding and weaving, setting hair in ringlets with cloth bands, spoon playing, and folk dancing. After-

wards, a concert and a pot-luck dinner were enjoyed by all. Photos will keep this "memory lane" alive.

80. **The Language of Food** (Menno-Simons Community School) — Broccoli, spinach, cauliflower, peppercorn, and garlic are unfamiliar words and tastes to Mennonite children at Menno-Simons Community School. For this reason, a nutrition course emphasizing language arts was offered during class time every day for three weeks. Alberta Agriculture's eight lesson Nutrition Fun program was supplemented with lessons on meal planning which introduced students to such dishes as lasagne, cowboy beans, sloppy joes, and stir-fried vegetables. One meal, spinach salad and pizza, was prepared and eaten in a family home. Community members were the instructors of the program.

81. **Bluebirds Make a Comeback** (Rosebrier Community School) — A project of conversation and wildlife could be inspired by "Mr. Bluebird", alias Charlie Ellis of Lacombe. In the mid 1950s, Charlie Ellis began a life-long battle to eliminate House Sparrows (introduced to North America from Europe in 1850) and to protect native species, especially the Mountain Bluebird. Charlie put up over 300 birdhouses on cross fences on his farm and established a bird-feeding station in his yard. Mountain Bluebirds, Purple Martins, Blackcapped Chickadees, Tree Swallows, Flickers, and Evening Grosbeaks have been attracted back to these houses and feeding stations. Some winters, over two tons of sunflower seeds are consumed by the birds. The Ellis farm has become the house with the highest nesting density of Mountain Bluebirds recorded anywhere in the world.

A Union Carbide fibre manufacturing plant is now situated on a quarter-section of the Ellis farm. The company agreed to establish and fund a non-profit company to oversee the continued encouragement and propogation of Mountain Bluebirds and Tree Swallows and to maintain a winter bird-feeding program.

To become involved in attracting these natural species to your own area by placing bird houses out in your community contact: Bryan Shantz, Wildlife Biologist, Box 5501, Red Deer, Alberta, Canada, T4N 6N1.

82. **Classroom on Rails** (Connaught Community School) — Grade 5 and 6 students took a "field trip" to Field, British Columbia, on Via Rail. The objective was to study railway travel, the topography of the foothills and Rocky Mountains, and the flora and fauna of national park regions. A map reading activity pinpointed historic sites, better known mountain peaks, industries, and the famous spiral tunnels. A park naturalist accompanied the children from Banff to Field and highlighted the history and flora and fauna of the region. The children enjoyed a special supper on the return journey.

83. **Integrated Unit on Horses** (Ecole Communautaire Mallaig) — A Grade 3 and 4 unit on horses combined language arts, social studies, science, and art. Many resource persons were invited to the class. The district agriculturist discussed various breeds of horses. A local farmer brought his team and wagon, showed the different parts of a harness, demonstrated how to put it on and then gave the children rides. A harness-maker showed how different harnesses were made and taught the children leather tooling. Each child practised the art of leather tooling by designing a leather key chain. As well, students did library research, made charts, participated in a spelling bee, wrote and displayed stories and poems, and penned a letter of thanks to each visitor.

84. **Herony** (Rosebrier Community School) — A unique feature of Rosebrier is the Blue Heron colony situated nearby on the Battle River. Herons are very rare in Alberta, and a project to study their habits and encourage their prosperity in this region could be undertaken. Students could then inspect nest materials, egg size, feeding places in the community, and so on.

85. **Expanded Classroom Walls** (A.B. Daley Community School) — A pond, a construction site, a sanitary system, and a water bottling plant are all within walking distance of the school and, as such, have become part of the expanded classrooms. The curriculum coordinator and the community school coordinator lock for resources that are within 15 minutes walking distance of the school. As a result, children interact with their surrounding environment, and transportation costs and times are minimal.

86. **Integrated Unit on Bees** (Ecole Communautaire Mallaig) — Local beekeepers brought slides, film, clothing, wax, a beehive containing dif-

ferent types of frames used, and a glass hive of real bees so the children could actually see them working. The home economist discussed the uses of honey and wax, how to guard against bee stings, and the value of bees.

The children studied related spelling words and collected pictures of the enemies of bees. As art projects, the children made chenille stem bees and moulded small beeswax candles. A recipe book was made up in which each recipe used honey. The recipes were typed by Grade 11 students, made into booklets by the community school staff, and covered with washable wallpaper donated by a community member.

As a final activity, the children, helped by some parents, invaded the home economics room and made cookies and muffins with donated ingredients, including honey. They bagged their goodies and sold them to other students at a bake sale.

87. **Adopt-a-Tree** (Ecole Communautiare Mallaig) — Grade 1 and 2 students adopted a poplar tree on the edge of the playground and named it Finnegan. Throughout the year they watched Finnegan grow. Stories and drawings were made of the chosen tree as it changed through the seasons. Students learned about various parts of a tree and how to identify other kinds of trees. They compiled their information into a scrapbook and exhibited it at the Science Fair held during Education Week.

88. **Birds of Alberta Quilt** (Ecole Communautaire Mallaig) — Part of a reading unit triggered a study of Alberta's birds which combined skills in several subject areas. Each child chose a bird, researched it, made posters, wrote stories and descriptions, and read other stories and legends.

Each student outlined a picture of his/her bird with a transfer pencil, and the teacher traced these onto cotton squares. The children colored the squares which were joined, padded, and tied to make two large quilts of 20 birds each. The finished quilts were auctioned off at a parents' evening.

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89. **Community School Exchange** (Southview Community School) — Excited and anxious described the feelings of Southview Grade 6 students the morning they set off on their trip to Edmonton.

To augment their study of government, students toured the Legislature Buildings and attended a sitting of the Assembly.

While in Edmonton, the Grade 6 students were billeted with students from Alex Taylor School and had the opportunity to learn about the activities and goals of another community school.

The benefits of this experience were doubled when Alex Taylor students traveled to Medicine Hat, giving Southview the opportunity to return the hospitality. This exchange provided students with meaningful experiences they will always remember.

90. **Up, Up, and Away** (Bertha Kennedy Community School) — The Colorfast hot air balloon team provided tethered balloon rides to students at Bertha Kennedy. Since ballooning is becoming such a popular sport, it is a familiar sight to see several in the sky on a calm day; however, when the balloon was unpacked and actually inflated on the playing field, the students were amazed at its size.

Aside from being a fun, recreational activity, the balloon rides also became the springboard for a number of classroom activities. Many creative writing and art projects were based on the theme. For example, older students learned some basic principles of balloon operation. It was an experience which was thoroughly enjoyed by all who participated.

91. **Camera Fun** (Ecole Elementaire Communautaire de St. Paul) — Have a photographer, professional or amateur, come to school once a week at noon or during classes to give a series of workshops on practical photography. These workshops can be designed to explain how different cameras work, to practise using cameras in the workshop and on field trips, and finally, to show how photos are developed. Students who participate in these workshops could take souvenir photos of field trips and other school activities.

92. **Hands-on Helicopter Experience** (Blueberry Community School) — On April 29, 1983, two flight engineers from the Royal Canadian Airforce 408 Squadron landed at Blueberry Community School in a Twin Huey helicopter. Students were given an opportunity to get in the helicopter and have the workings explained first hand. Later, students were given a slide presentation which explained the more technical aspects of aviation.

93. **Rodeo Studies** (Ashmont Community School) — The Ashmont Rodeo, a local major event, was expanded to include school and community. A

rodeo unit was developed by the community and the Lakeland Rodeo Association. Guest speakers were brought in during Rodeo Week to discuss cowboy and cowgirl life. Tours were arranged to local farms and ranches. Studies included horse shoeing, harnessing, saddling, and horse care. Students competed in rodeo poster contests sponsored by the recreation association. As well, during Rodeo Week, local business people, school students, and staff dressed in western clothes.

94. **"Kids and the Law" Workshop** (Father Beauregard Community School) — The Edmonton chapter of the John Howard Society was invited to Fort McMurray to discuss the law as it affects young people and to present law information programs they have developed. The workshop was well received, as people from a number of schools and "helping" agencies attended.

95. **Career Convention** (Kameyosek Community School) — At Kameyosek, a lot of energy has brought Career Week to the elementary level. On the first day, students from Grades 4, 5, and 6 display and demonstrate hobbies that might become careers. Students tour display areas listening to, viewing, and asking questions of each hobbyist. Teachers encourage students to brainstorm careers to which the hobby could lead and then write them on the sheet in front of the hobbyist.

On the second day, resource people are brought into the school to discuss their career paths. Division two students choose three of six people positioned around the sectioned-off gymnasium. Choices are made and remembered by using a ticket system color-coded to the career and numbered to the time slot. Students meet with their chosen person for 15 minutes in small groups of eight or less, allowing time for interchange.

Division one students stay in their classrooms to meet career people they have chosen with their teachers in advance.

During the remainder of Career Week, children extend their learning through drawing, telling, describing, writing, and discussing. Toward the end of the week, a celebrity is invited to speak at an assembly. Last year, Edmonton Eskimo Dan Kearns discussed "Professional Athletics as a Career". After he spoke for 10 minutes, a panel of four Grade 6 students asked him questions other classes had written down. Dan was then interviewed by the Grade 6 newspaper sports editor and signed his autograph for the paper.

96. **Non-Traditional Careers** (Connaught Community School) — Two special education classes in Connaught Community School studied a unit on awareness and career choices. Discussions, films, and books were used for the core program. The highlights of this unit were field trips where a variety of occupational roles were observed and guest speakers were carefully chosen for their non-traditional occupations. These guests included a female construction worker and a male, long-distance telephone operator.

Students came to realize that, unfortunately, career choices are often made on the basis of sexual stereotyping. After discussions with such guest speakers, students considered careers in terms of prerequisite skills and education rather than traditional assumptions.

97. **Native Culture Appreciation** (Rosebrier Community School) — Rosebrier Community School borders the Sampson Reserve and in recent years has had several Native families attend the school.

Last year, for cultural appreciation, the Grade 1 and 2 class invited their three Native students to teach them to dance so that they could hold their own class pow-wow. All the children contributed bead work, clothing items, arrow heads, and miniature tee-pees to a display table. Everyone was given an Indian name, such as Little Dove and Running Rabbit, which they wrote on headbands decorated with inserted feathers. Each day, children would wear their feather bonnets, have a pow-wow, share a Native story, or learn about ceremonial events like the sun dance. One mother came to school and made bannock for the children. Another mother came to help children make a small bead-work item.

The native children explained to the class some symbols in nature, for example, a flying hawk means good luck. They taught the class several Cree words and some sign language. They spoke of the current shortage of animals to hunt and how they dried meat. The class learned about some medicines from nature. They learned of the value of the elders — grandparents who are the heads of the family. The Native children wore their shawls for the pow-wow dances, taught the class some chants and cries, and explained their significance.

98. **French Summer Day Camp** (Father M. Beauregard Community School) — The French

summer day camp is designed to help French immersion students maintain the French they have learned during the school year. Participants learn about French culture through cooking, dancing, singing, and games. The program is funded by a minimal participation fee and donations from Syncrude Canada Ltd., the French Canadian Association, and the Canadian Parents for French group. It was created to answer a need voiced by teachers and parents of the French immersion students and has been very popular.

99. **A Feast of Sharing** (Ecole Elementaire Communtaire de St. Paul) — Every culture treasures a wealth of memories and folklore worth recalling to mind. French tradition is made up of a multitude of feast days, and last year, St. Paul celebrated the feast of St. Catherine on November 25th.

The French Canadian tradition of St. Catherine goes back to Marguerite Bourgeoys who founded the first school in Canada on November 25th, 1657. Every year, she would celebrate this feast day with the children and serve them lunch. As she had no candies to offer the children, she made up a recipe and this was the origin of "la tire" (toffee). In like fashion, children at St. Paul commemorate this feast day by cooking and eating some "tire".

As "La Sainte Catherine" is also the feast of sharing, each English-speaking class was invited to join a French-speaking class. In remembrance of another tradition associated with St. Catherine, each child made an original hat that he/she wore during the visit of the invited English class. Certain classes took advantage of the occasion to elect as king and queen the boy and girl who wore the nicest, most colorful hat.

100. **Ethnic Festival Studies** (St. Timothy Community School) — The student population of St. Timothy represents many ethnic backgrounds. To promote an understanding and appreciation of this ethnic diversity, the school has a yearly ethnic festival. The study of different countries is tied into the social studies curriculum and, as well, children expand their language arts skills by reporting and writing stories. Week-long activities include inviting parents into the classroom to speak about their country of origin. The festival culminates with an ethnic lunch, provided by parents, and a concert. During the concert, students demonstrate their talents by dancing, singing, or reciting poetry in another language. (Note: Alberta Culture is an excellent resource for flags from different countries.)

101. **Mini-Universiade** (Kameyosek Community School) — Kameyosek Community School teamed up with two nearby elementary schools to plan a Mini-Universiade to enhance classroom learning.

The Mini-Universiade opened with over 2,000 people in attendance at the rented, outdoor performing arts stage on the school grounds. One hundred flag carriers circled the group as dignitaries brought greetings, the torch was carried on, relay races run, and WUGIE (the Games' mascot) visited. Then, students split into three color coded groups (one-third from each school) and toured the three pavilions in a designated order. Supervision was accomplished with parents and by "buddying" older with younger students.

At a cultural pavilion, students created displays from classroom studies of a country's culture or an aspect of sport. The amateur sport pavilion had adult athletes displaying their talents in waterpolo, fencing, track, gymnastics, and so on. The performing arts pavilion stage featured the active component of the classroom studies, with anything from aerobic dance or Japanese dance to Spanish songs performed by students while visiting the pavilion. Planning ensured that no student's contribution made them miss other pavilions.

The closing ceremonies occurred in the evening at the performing arts pavilion so more members of the community could attend. The ceremony included dances of many cultures, a plaque presentation to each school, and the official closing by the M.L.A..

102. **Private Pool Swimming Lessons** (Menno-Simons Community School) — In Cleardale, an isolated, predominantly Mennonite community in northern Alberta, there are no public swimming facilities. As a result, very few children have the opportunity to learn how to swim. A family in the community who owned a pool demonstrated true community spirit by not only offering their pool for school swimming lessons, but providing a van and driver to transport various grade levels of students back and forth.

A parent volunteer assisted one of the teachers (a qualified Red Cross instructor) in the instruction. Red Cross films were shown to half of the students while the other half were in the pool. The eight lessons were part of the regular physical education program.

103. **A Petting Zoo** (Rosebrier Community School) — A petting zoo is a highlight with students from ECS to Grade 9 that could be held in conjunction with Environment Week, Education Week, or Agricultural Week.

As Rosebrier Community School is in a rural community, the coordinator of the project scanned the neighbourhood for a variety of animals. Smaller animals were brought into a basement area in boxes and cages, while larger animals were tethered in the schoolyard.

Whoever contributed an animal to the petting zoo was required to attach a card telling the history, care, and name of the animal. Children were delighted to pet and view such animals as rabbits, puppies, kittens, chicks, ducks, exotic birds, lambs, goats, piglets, and a donkey.

104. **Composer in the School** (Pineridge Community School) — Selected music classes from the three schools in the Pineridge community were given the opportunity to work with a composer. They first learned what a composer did and then, through a series of structured lessons given by the composer, created their own musical compositions. The composer encouraged students to utilize their surroundings as well as various musical instruments available in each school. This was a very enriching and educational experience for both students and teachers.

105. **Local Artist Visits School** (Southview Community School) — Local artist Evelyn Kleis captured the attention of Southview Community School Grade 1 students with her stories and paintings. Mrs. Kleis explained and demonstrated the use of a variety of artist's tools and brushes. After her presentation, the children were given the opportunity to paint and create their own works of art.

106. **Experience a Handicap** (A.B. Daley Community School) — Eva Sager, a young lady handicapped by a car accident, extensively discussed with students what lack of sight, taste, and smell were like. Grade by grade (E.C.S. to Grade 4), she showed students how to operate a compass, a clock, a telescoping cane, and how to read Braille. She told of overcoming her handicap to enable her to cook food, navigate around town, and become a champion swimmer in national competitions for the handicapped.

To further increase the children's understanding of being handicapped, future visits could include role playing for groups and individuals in community settings while blindfolded.

EDUCATION TODAY, June, 1984

107. "**Rabbit Transit**" (Muir Lake Community School) — In any school, there are bulletins, letters or notices that must be sent home to parents daily. Delivering these publications to classes can often be a time-consuming task for staff. At Muir Lake Community School, the Grade 3 enrichment teacher has formed students into a "rabbit transit". At recess or lunch breaks, these students check with the office and deliver bulletins to classes.

108. **Moving Out Day** (Father Patrick Mercredi Community High School) — In the fall, letters are sent to agencies and businesses inviting them to participate in Moving Out Day. This activity is planned for Grade 12 students who will soon be moving out on their own. Displays are set up by car dealers, bankers, Alberta Consumer and Corporate Affairs, real estate agencies, and so on. Students attend presentations, ask questions, learn how to budget, learn their rights as tenants and get advice on buying cars. They come to realize the real cost of "moving out". Information may be obtained from any branch of Alberta Consumer and Corporate Affairs.

PRINCIPAL TEACHERS' LETTER, October, 1984

109. **Students Visit Archeological Site** (Banff Community School) — Grade 9 students from Banff Community School were fortunate to have the opportunity to cycle out and tour an archeological dig five kilometers from town.

Archeologists employed by Parks Canada have been working at several sites along the Trans Canada Highway for two seasons. This project was undertaken because archeologists believed this area to be a valuable source of archeological artifacts. Once the highway is twinned, these sites will be obliterated.

James Whyte, an archeologist, showed students the major site which was excavated last summer. The area was an 11,000 year old animal butchering site on the shores of Vermilion Lake. He explained the strata of the earth which enabled workers to accurately date the animal bones and artifacts which were uncovered.

110. **Homestead Day** (Ecole Elementaire Communautaire de St. Paul) — To celebrate the 75th anniversary of the opening of the St. Paul area to local homesteaders, Ecole Elementaire Communautaire de St. Paul declared April 10th, Homestead Day and filled the day to capacity with exciting and memorable pioneer activities.

Students dressed up in cowboy hats, derbies, caps, tams, bonnets, ethnic costumes, aprons, vests, moccasins, and boots. The Grade 4 students were the homesteaders of the day. They filed for sections of land in St. Paul's four townships according to the area maps provided by the museum. What fun it was to compare with the actual 1909 homestead map when the two were posted together!

Exhibits set up throughout the school included: a model of a homestead made by a local pioneer family; wood sculptures made by a local sculptor; pioneer photos at the Cultural Centre Art Gallery; a "Where Were Our Ancestors in 1909?" bulletin board; and a "Wool and its Products" display where crocheted, knitted, and woven articles were displayed while volunteers demonstrated and helped the students try their hand at spinning, carding, knitting, and crocheting wool.

Pioneer happenings in the classroom consisted of reading special stories, learning new songs and dances, holding spelling bees and multiplication matches, and preparing and eating a pioneer dinner. Many parents came to share in the festivities by bringing: pork and beans, pea soup, chicken vegetable soup, stew, chili, buns, biscuits, bread (made the day before at school), butter, and bannock. The best fun for most students was the half-hour hay rides to the lake and back; for many, this ride on a rack pulled by horses was their first.

Hopefully, these pioneer activities helped create an awareness of the difficult lives our pioneers lived and an appreciation of their contribution towards our easier ones.

111. **Community Exchange Program Helps Students Learn** (Muir Lake Community School) — One of the units covered by Grade 2 and 3 students in their social studies curriculum is a unit on communities. To enhance this portion of the student's curriculum, staff from Muir Lake contacted an Edmonton elementary school and began work on the organization of a city/country school exchange program. Each school took a turn hosting their "buddy" classes. This gave students the opportunity to compare and contrast the communities, see where their friends went to school, lived, played, and shopped.

The exchange proved very successful and involved not only students and staff, but also a number of parents who offered their assistance on the day of the visit.

PRINCIPAL TEACHERS' LETTER, January, 1985

112. **Contemporary Teenage Problems Option** (Dr. G.M. Egbert Community School) — A teenage problem option was an information gathering and awareness course with the help of guests and student speakers. For example, after extensive class research on the topic of child abuse, the class was treated to a talk by a Grade 9 student who had spent a day at the Battered Women's Shelter. This was followed by two videos on child abuse and extensive class discussion on societal solutions. On the subject of alcohol addiction, the class used the AADAC kit, listened to a talk by a policeman, and was visited by two teens and a counsellor from Alanon.

113. **Mining 15 and Forestry 15 Options** (Grande Cache Community High School) — To compliment a Forestry 15 course, which has had approval and been in operation for three years, a Mining 15 course has been developed and recently approved by the curriculum committee. Both Forestry 15 and Mining 15 rely heavily on private industry and government agencies within the community for guest lecturers and field trip help. As well, these industries have had a hand in the course development.

114. **Barn-Raising Bee** (Dunluce Community School) — As a culminating event for a unit on pioneers, the ECS class had a special evening with their parents. The boys had a re-enactment of a barn-raising bee using paper strips as logs. The girls worked on a quilting bee. The children participated in square dancing and the singing of pioneer songs. A community fiddler was invited to perform, and all joined in for some of the fiddler's dances. The evening would not have been complete without a feast of pioneer cooking: bread, cinnamon buns, oatmeal cookies, and ginger snaps.

115. **Bike For Life** (Coutts Community School) — The Bike For Life package, which is available for a minimal cost from the Red Cross Society, contains two learning sections. The first deals with

bicycle safety theory. This section was taught within the classroom over a period of three to four weeks by Grade 1-6 teachers. It was incorporated into the health curriculum as a safety and first aid unit. The second session allows students an opportunity to practice and test road skills learned in a Bike For Life "Roadeo". The "Roadeo" was organized as a one day Saturday family fun day. The day included a bike maintenance check, a brown bag picnic lunch, and a bike obstacle course ("roadeo") manned by community volunteers.

EDUCATION TODAY, February, 1985

116. **Youth Job Brokerage** (Eastview Community School) — Eastview has developed a listing of students seeking an opportunity to do odd jobs or babysitting to earn extra money. Advertisements were first placed in various local media, and the following procedures were adopted:

- All interested students register at the community education office and complete an application form.
- When members of the community have job requests, they call the community education office with particulars.
- Files are then reviewed to select a student(s) who meets the necessary requirements, and contact is made with the student(s) and parents providing them with full particulars.
- The student(s) and parents are then responsible for contacting the prospective employer and deciding whether to accept or decline the position.
- Students or their parents are asked to confirm with the community education office whether or not they have accepted a position.
- The employer pays the student(s) directly for work done.
- Feedback is requested, both positive and negative, from student(s), parents, and the employer.

This program has been most successful to date. Some students secured full-time summer employment, while others have been kept relatively busy with odd jobs at the school and in the community.

117. **Kids in Court** (Bertha Kennedy Community School) — Grade 7 students from Bertha Kennedy had an opportunity to learn about the Canadian legal system when they took part in the Kids in Court program. This program, sponsored by the Elizabeth Fry Society, is designed to familiarize students with Canadian law. The program is also incorporated into the Grade 7 leadership course.

The students spent a day at the Provincial Law Courts in Edmonton. The morning session consisted of an explanation of the criminal justice system and a description of court procedure. Later in the morning, a former prison inmate spoke to the students about her experiences with legal systems and prisons. The afternoon was spent in an actual courtroom where students observed the Court of First-Appearance. The program concluded with an informative discussion between the judge and students. The program was a very exciting learning experience for everyone involved.

EDUCATION TODAY, June, 1985

118. **Skills for Life** (Good Shepherd Community School) — Skills for Life is a six hour program offered one hour per week during the dreary days of February and early March. Students are grouped according to interests rather than ages, at two levels, primary and upper elementary. Teachers, parents, support staff, and businessmen participate as instructors in such topics as: aerobics, drama, yoga, aquarium studies, and music. Costs are offset by levying $1 per pupil for materials. Those students who are unable to pay have their fee provided by the school fund-raising account. Classes range in size from eight to 20, with an average class size of 12.

This program is very popular with the children as it provides a welcome, yet informative, break from regular classes with a minimum of interference to the regular school program. It can be run during noon hours, the last hour of the school day, or at any mutually agreeable time decided upon by staff.

119. **Learning Through Community Service** (Holy Trinity Community School) — Students at Holy Trinity can earn credits in community service areas such as visiting seniors or assisting at daycares, the Youth Emergency Shelter, churches, nursing homes, and classrooms. A ratio of one supervisor to seven students is required to maintain good community relations and long-term placements. Students start community work in Grade 7 as a class project; by Grade 11, a student can accept the responsibility of an individual placement.

120. **Cultural Tour to Trinidad and Tobago** (Alex Taylor Community School) — In February, 1984, 18 students and 10 supervisors embarked on a cultural exchange tour of Trinidad and Tobago. In preparation for the tour, students completed a social studies unit entitled "Trinidad and Tobago and Alberta: A Comparison" written by the curriculum coordinators of Alex Taylor Community School. The students lived in the homes of their Trinidadian friends, attended a Trinidadian school, visited points of interest in Trinidad and Tobago, and joined the excitement of the Trinidad Carnival.

Students' impressions, thoughts, and experiences of the trip were documented by Frank Hutton of the Journal who accompanied them on the tour. An hour long television special entitled "Alex Taylor Jump-Up" was produced by Shaw Cable. The film covered the planning and fund-raising of the trip, the actual trip, and culmination activities when the students arrived home.

121. **Mini Winter Olympics** (Blueberry Community School) — Blueberry held its first Mini Winter Olympics in February, 1984. Grades 1 to 6 took part in crosscountry skiing, luge, toboggan pull, snow shoeing, biathalon, and ramp jump. Grades 7 to 9 participated in hockey, ringette, broomball, snow soccer, speed skating, biathalon, and toboggan pull. All classes contributed by making ice sculptures in the morning with students bringing colored ice water in milk containers from home. A great deal of time was devoted in the curriculum to adequately prepare students for this special day. Their knowledge was expanded b films and practical demonstrations.

122. **Video Tape for Twin School** (Father Patrick Mercredi Community High School) — The Educable Mentally Handicapped (E.M.H.) class at Father Patrick Mercredi made a video tape about their school to send to a twin school in Grande Cache. Students developed their own questions to interview teachers and learned how to use the video equipment. A preview of the video was shown to staff members during lunch break. The E.M.H. students received great satisfaction in seeing the results of their hard work on tape.

123. **Terry Fox Youth Centre** (Grande Cache Community High School) — Three students were sponsored by local community organizations to attend the Terry Fox Youth Centre in Ottawa for one week. The school board, Lions Club, and Elks Club each presented these schools with a $200 cheque for this worthwhile project. At the Terry Fox Centre, students learned about a variety of Canadian topics. Youth leadership skills were stressed. Community support once again made an educational project successful.

124. **Local Mining Option** (Grande Cache Community High School) — A complete Grade 9 history option course has been developed entitled "The History of Grande Cache." The development of the course is complete with background information, teacher lesson plans, and student assignments. It is hoped that from this course development a text will be written on the history of Grande Cache.

125. **Farm Visitation** (Midway Community School) — Grade 5 and 6 students planned a bus tour of their family farms. Students themselves acted as tour guides showing classmates the unique features of their farms. This was followed up in class with a full report accompanied by maps and pictures. In this way, a sense of pride for the family farm was instilled and many community resources were discovered.

126. **Community History** (Midway Community School) — As a way to encourage students to study the history of local farms, students looked up all the legal land descriptions. When these were obtained, they were forwarded to Alberta Culture which looked up the original land titles for each of the farms. In this way, students learned about the first settlers in the area and how things have changed.

127. **Leisure Fair** (Nicholas Sheran Community School) — The Leisure Fair was a wonderful opportunity to explore a variety of activities that can fill one's leisure time. Displays and demonstrations from various recreational agencies and businesses filled the gymnasium. The Grade 4 class constructed 15 different activity booths where one could participate and be challenged in activities such as: golf, tennis, football, ping-pong, computer games, reading, frisbee, travel, and darts.

Students participated throughout the afternoon, and West Lethbridge residents swarmed in for the evening. Prizes were drawn for interesting gifts which had been donated by various Lethbridge merchants. Everyone caught the "leisure bug" at Nicholas Sheran's first leisure fair. A leisure fair manual is available from Alberta Recreation and

Parks which outlines how to organize a similar fair.

128. **AADAC Teaching Unit** (Rosebrier Community School) — There is an excellent teaching unit on alcohol and drug abuse put out by AADAC called "Alive! Adolescents, Alcohol and Driving". Although it is geared for Grades 9 through 12, Rosebrier used the unit for a multi-graded 7-9 junior high option class. It was a great success. A hospital nurse, a local R.C.M.P., and a representative from AADAC came as special speakers during the course.

129. **Weight Training Mural** (St. Mary's Community High School) — Under the direction of the art teacher at St. Mary's, two Grade 12 art students painted a mural in the weight training area at Lindsay Park. The students designed and painted a mural symbolizing the development and effort the human body would go through during weight training. The quality of the art work is outstanding, and the students are to be commended for the time and effort they expended on the project. At an award night held at St. Mary's, they were presented with a plaque that will be displayed permanently at Lindsay Park.

130. **A Book Review: A New Mission for Schools** (A.B. Daley Community School) — Every person is endowed with three central drives: the drive to be an important "somebody" (identity), the drive for knowledge and truth (intelligence), and the drive for affection and companionship (interaction). The approach of the "3 I's" as outlined in a booklet entitled Great Brain Business — A New Mission For Schools by Lynn Stoddard, concentrates on aiding each child to develop his/her identity, intelligence, and interaction drives.

By inviting each child to become a "Great Brain" in a subject that interests him/her, that child, by becoming an "expert" in the topic, truly comes to see the need to learn math, reading, research techniques, etc. Suddenly the curriculum is important to the child. Curriculum then becomes the means instead of the goal. Functional at all grade levels, the "Great Brain Business", by its nature, draws the educational team (pupil, parent, and professional) together. Particularly in lower grades, parents aid students to do research, construct bibliographies, prepare class presentations, consult with teachers, and so on.

Indeed, in schools that currently use the 3 I's as their mission, everyone benefits; the entire educational team is strengthened. Student self-esteem, confidence, talents, and skills are bolstered. Student and parent quest for knowledge, creativity, and problem solving are fostered. Student respect, love, patriotism, and communication are nurtured. Teaching the curriculum to eager learners who more fully understand the immediate need to learn becomes commonplace. Everyone wins!!

Copies of this booklet can be ordered for $1 by writing to: Great Brain Business, P.O. Box 582, Farmington, Utah, 84025.

PRINCIPAL TEACHERS' LETTER, April, 1986

131. **Campfire Tales** (Edwin Parr Composite Community High School) — During the months of July and August, 1985, residents of the Athabasca area had the opportunity to spend Sunday evenings with their families and friends at R.C.M.P. Park which is located in downtown Athabasca on the banks of the mighty Athabasca River.

"Campfire Tales", sponsored jointly by Edwin Parr and the Chamber of Commerce, drew youth and adults of all ages together to learn about life in and around Athabasca in days gone by. Set around a campfire complete with marshmallows, camp coffee, and entertainment, stories were as varied as the strong individuals who were the founders of this area. Everything from "Life In a One-Room School" to "Trapping", "The Ukranian Settlers", "Memories of Amber Valley" (Negro settlement), "The Metis in Athabasca", "Life on the River", and "Water Weeds and Fish" was discussed by community members who were willing to share their knowledge.

The school charter emphasizes development of community related curriculum for youth and adults with special focus on local history, environment, and culture. The Campfire Tales program, combined with the enthusiastic participation by senior citizens and families of all ages in the sing-songs, left all with a greater sense of community — and their place in it. Going "beyond classroom walls", this program hit the jackpot! The Campfire Tales program will continue in the summer of 1986 with the plan to videotape the sessions for the school's archives.

132. **Crazy Carpet Speed Trap** (Muir Lake Community School) — As a culminating activity in a Grade 6 math unit on decimals, students from Muir Lake bundled up and took their "crazy carpets" to

the sliding hill. The local police constable was called in to bring his radar gun and clock the students as they came down the hill. Not only did the students have a great time, but the decimals became very meaningful when the smallest variation of time could mean the difference between first and last place! Does anyone care to beat 30 km/hr?!!

133. **Busy as Beavers** (Rosebrier Community School) — You may have often read about or seen drawings of the impressive work that beavers go to in constructing their lodge, protective channels, and food storage, etc. It is rare that one ever gets a glimpse of the beaver activity below water level, but fortunately, the Grade 5 and 6 class at Rosebrier recently had such an opportunity.

On a nearby farm, the increasing number of beavers in the slough had affected crops. Mr. Rosser dug channels to drain the slough resulting in the exposed view of lodges, food supply, deep channels into the bank, and unbelievable work paths where logs and grain had been dragged to the water. This community-based learning experience has given the students a unique first-hand understanding of the beaver habitat and freshwater ecosystem.

134. **Yearly Multicultural Event** (Ranchlands Community School) — The theme of this year's Multicultural Event during the last week of February was based on multi-cultural stories and folktales from various countries. Students listened to numerous stories told by professional story tellers and parents who shared their stories from a variety of ethnic backgrounds. Students also read, wrote, and retold stories to others. A culminating activity of classroom exchanges known as Block Day wound up the week-long celebration; older students told their stories to younger grades and vice versa. Community involvement included parents as guest speakers who related their stories to children, as well as other parents who were invited to observe the exchange of stories.

135. **Cross-Country Skiing Workshop** (Rosebrier Community School) — It was a beautiful day for an outdoor education experience when two representatives from the Alberta Sports Council came to Rosebrier Community School. They brought with them posters, films, and cross-country ski equipment for a terrific workshop. The Grade 5 and 6 students glided around the grounds in the morning, and the junior high students tried their luck in the afternoon. It was a great day, thanks to the sports council and the help of parent volunteers.

136. **Thank-You Cards** (Grassland Community School) — Students in art classes were asked to design and produce a "thank-you" card. Some incorporated the community school logo into their design. Older students were anxious to display their computer skills on a card. Each designer's name was printed on the back of the card. These cards are now used to thank volunteers who have contributed their time and talents at the school.

137. **Pen Pals Finally Meet** (Rosebrier Community School) — The Grade 3 and 4 class at Rosebrier have been teamed up all year with a class in Edmonton at Steinhauer Community School. The children have written several letters to one another throughout the year and have exchanged information about their own communities.

The Edmonton class recently came out to Rosebrier to meet their pen pals for the first time. The Rosebrier students presented their pen pals with County of Wetaskiwin pins, took them to a local dairy and hog farm, and had a weiner roast. One of the student's parents displayed her unique antique doll collection. A Rosebrier student also presented a slideshow about the surrounding rural community. On May 28, Rosebrier students visited Steinhauer students in their community.

138. **Children's Craft Program** (Coutts Community School) — The need for a craft program was established by students via the school suggestion box. Volunteer program leaders were recruited through direct contact and advertisements in the school newspaper. The program was organized and administered by the community school coordinator in cooperation with the program leaders. Two craft groups, one for four to seven year olds and one for eight to 11 year olds, were established. They met in separate rooms at the school once a month for one hour for craft activities which were preplanned by the volunteer leaders. The program is self-supporting in that the minimal registration charge, $1.50/child/evening, covers the cost of the craft materials used.

2. INVOLVEMENT OF PARENTS

There is an effective involvement of parents and other community members in helping to develop the curriculum of the school and in helping teachers through appropriate voluntary service.

LINKAGE, May, 1982

139. **Community Potluck Lunches** (Norwood Community School) — Norwood Community School regularly schedules community pot luck lunches. Sharing each other's food has proven to be an excellent way to get to know one another. The lunches provide an informal and non-threatening setting for teachers and parents to meet. Babysitting is provided in the community room by Grade 6 students to accommodate parents of preschool children. So much is accomplished in so short a time.

LINKAGE, October, 1982

140. **Parents Teach the Teachers** (New Sarepta Community High School) — At New Sarepta, parents are given an opportunity to teach the teachers at a brainwriting evening. Parents and teachers are invited to spend an hour discussing and/or coming up with new ideas on topics such as: "What things do parents like teachers to do for and with their children?" and "What might parents do to help children be better learners?".

141. **Open House to Solicit Volunteers** (Blueberry Community School) — One way of involving community members in meaningful daytime school activities is to invite them to an open house where the school's volunteer program is highlighted. Various aspects of the volunteer program can be explained and sign up sheets can be made available at stations set up in the school auditorium.

142. **Make it Workshops** (Suggestion from a Community School Friend) — Would you like the equivalent of hundreds of dollars worth of instructional materials in your classrooms? You can have such materials by recruiting parents and senior citizens in the community who like to work with their hands. Make arrangements for these volunteers to meet once a month at Make-it Workshops where materials such as old magazines, plastic lids, and coffee cans can be made into attractive and useful teaching tools under the direction of teachers. Parents and teachers are thus put in contact with each other, and parents learn about games to use with their children.

143. **Tuesday Volunteer Mornings with Babysitting** (St. Patrick Community School) — To encourage house-bound mothers to become involved with school activities, the people at St. Patrick Community School in Grande Prairie published the following notice in the community newsletter:

> Do you want to get out of the house for a morning but can't because you have preschoolers? A number of adults come to school on Tuesday mornings to give teachers a helping hand. A mother takes her turn each week looking after all the preschoolers while freeing others to assist teachers in the school. If this worthwhile venture is something you feel you would like to join, don't be shy — give us a shout! We look forward to having you join us.

144. **Volunteer Acknowledgement and Feedback** (St. Mary's Community School) — Parent and student volunteers freely donate many hours of their time to the smooth operation of St. Mary's. By doing so, parents and students have become indispensable to the teaching staff. As a way of giving credit and recognition to volunteers, the staff established a volunteer-of-the-week award. The accomplishments of these volunteers are proclaimed on a centrally located bulletin board.

Because teachers at St. Mary's believe in the importance of receiving feedback from their volunteers, they devised a written evaluation system whereby volunteers can record positive and negative perceptions of their school experience. These evaluations help to ensure that volunteers are placed in situations which correspond to their personal skills and interests.

145. **Fish Bowl Recruiting Method** (Good Shepherd Community School) — Many parent volunteers can be recruited by using the "fish bowl" recruiting method. The community school coordinator at Good Shepherd has a glass fish bowl which contains the names of all the parents. When a name is drawn from the bowl, the parent is contacted and asked if he/she would be willing to do one of three types of jobs for the school: a skilled job, an unskilled job, or a job that could be done at home, such as telephoning. This method serves to demonstrate to parents that there are many capacities in which they can assist, regardless of whether they have specialized training or skills, or whether or not they are available to come to the school.

146. **Principal's Hot Line** (Colonel Walker Community School) — In an attempt to improve home and school communications, the principal at Colonel Walker set aside 10:45 a.m. to 11:45 a.m. each Wednesday during the 1981/82 school year when he would definitely be available for phone calls. The principal made sure, however, to let the parents know that they should feel free to call him at other times if they so wished.

147. **Parents View Their Children on Video** (Suggestion from a Community School Friend) — Videotape children and teachers during their classroom sessions on a normal school day. Get parents involved in home and school nights by featuring these video-tapes. Not many parents can resist the offer to see their children on T.V.. These sessions can promote discussion on how to improve the learning climate in the classroom.

148. **Child Assistance Team (CAT)** (Good Shepherd Community School) — CAT stands for "Child Assistance Team" at Good Shepherd. A team is formed whenever a teacher feels that extra help is needed in dealing with the problems of a particular student. The team consists of an administrator, parent, concerned teacher, and another teacher who has been or is presently involved with the child. Other resource people such as a guidance counsellor, social worker, or public health nurse may be called upon if necessary. Members of the team put their heads together to develop effective strategies for helping the student.

149. **Children Do Baking in the Home for Mothers' Day Tea** (Bertha Kennedy Community School) — Here is an idea for a Mothers' Day Tea which involves in-the-home instruction. The Grade 2 students at Bertha Kennedy Community School are divided into small groups, and seven or eight volunteering parents each take a group into their homes and help the children bake a delectable dessert. Afterwards, the entire class meets at the school and all the mothers are invited to sample the baking at a Mothers' Day Tea.

150. **Saturday Movies** (Alex Taylor Community School) — Every Saturday, the parents and teachers at Alex Taylor take turns showing free movies for all the children in the community. This program has been going on for many years and continues to meet with rave reviews from the children.

151. **Family Night** (Thorncliffe Community School) — Organizing two family nights per grade per year is the goal of the parent advisory committee at Thorncliffe Community School. Family nights could consist of a game of volleyball or broomball with parents and teachers playing against the students, a wiener roast in the park, a fair, or any other kind of event. For one special family night in 1982, the Grade 5 class was able to get a reduced rate on tickets for an Edmonton Drillers soccer game.

152. **Take a Teacher Home for Supper** (New Sarepta Community High School) — Back in the days of the one room country school house, parents used to take turns having the teacher over for Sunday dinner. The teachers at New Sarepta feel that this custom could be revived in their modern day village community. Such a practice would nurture good feelings between the school and the home.

153. **Volunteers Wear Buttons and Name Tags** (Pineridge Community School) — The staff at Pineridge believe that it is vital to show their appreciation to parent volunteers. For this reason, all volunteers at the school wear name tags and buttons acknowledging their service. Volunteers who have served the school for one year have the honour of wearing a special button recognizing this fact. Several dedicated volunteers have earned the privilege of wearing a "five year" button. Congratulations are in order for valiant volunteers everywhere!

LINKAGE, May, 1983

154. **Free Babysitting** (Father M. Beauregard Community School) — In the evenings, whenever

there is a school function such as a parent meeting or a concert, older students volunteer to babysit any youngsters the parents may bring along. A babysitting training course is offered in the school, and the free babysitting service is a fine opportunity for young graduates of the course to gain experience. If the need arises, Father M. Beauregard can extend this service to help mothers who wish to volunteer at the school during the day.

155. **Go Home for Lunch** (Thorncliffe Community School) — Many children at Thorncliffe come from single-parent families where the mothers must work; this means that most of these children are required to eat lunch at school. In order to meet the needs of children to have in-home lunches, the school maintains a resource list of community members willing to take children into their homes for a nutritious lunch. This lunch program has been a great success. Thorncliffe has also taken initiatives to meet the needs for before and after school supervision.

LINKAGE, September, 1983

156. **Teen Parent Dialogue** (Dr. G.M. Egbert Community School) — Since May 9-13 was declared Parent Week in Calgary, Dr. G.M. Egbert Community School decided to participate by planning a parent seminar.

Sessions dealt with such topics as teen communications, stress, neighbourhood awareness, and drug awareness. Because only 10 adults registered, it was decided to combine the sessions into one circle group. One of the discussion leaders invited members of a teen club as resource speakers. These were teens who were having problems with drugs, communicating with their parents, and so forth.

Strong emotions were felt on both sides as parents and teens shared their feelings and discussed their problems. The teens gave parents insight as to how they felt their problems should be dealt with, and parents likewise discussed their concerns and fears to the teens. Valuable information was gathered by both parents and teens during this day long seminar.

LINKAGE, March, 1984

157. **Soup for Lunch Program** (Lafond Community School) — At Lafond, all but 10 of the students must eat lunch at school every day. Because of this, the parents and staff decided to serve soup for lunch every second day. The staff purchase the ingredients, the mothers cook the soup, and the junior high students serve and clean up afterwards. Twice a month, the mothers take turns bringing in their own ingredients to simmer up a pot of good old-fashioned home-made soup. Once a year, the children look forward to an extra special lunch of hot, buttery pancakes with syrup in honour of Shrove Tuesday, otherwise known as Pancake Day.

158. **Open House** (Suggestion from a Community School Friend) — Plan an open house where parents are invited to attend sessions to see students involved in various classroom activities. When parents do not have a session to attend, direct them to areas where students work on computer terminals, take part in one-act plays, or where home economic students display their skills. With a little planning and time spent on informing parents of what is available to them in the school, a large parent turn-out can be expected.

159. **Regional Volunteer Workshop** (Hillhurst/Sunnyside Community Schools) — Five community schools in Calgary got together to plan a Calgary and region volunteer workshop morning. Held at Sunnyside Community School in late spring, 1983, the workshop attracted 51 participants from schools in Calgary, Millarville, Nanton, and Didsbury. Volunteers from two schools in Calgary, currently moving towards designation, also participated.

The day was organized to include lunch and daycare for participants, as well as information sessions on topics of interest to community school volunteers. Sessions included: time management, career development, expectations of a classroom volunteer, and hands-on experience in teacher tasks. Participants were asked to evaluate sessions in which they took part and the workshops as a whole. Overall remarks indicate it was a highly successful event.

It is hoped that the volunteer workshop will be an annual event and will expand to include more people involved in community schools.

160. **Children Sponsor Volunteer Appreciation Luncheon** (Rosebrier Community School) — A luncheon for parent volunteers was given by Grade 1 and 2 classes at Rosebrier to show their appre-

ciation. Parents were sent invitations designed and signed by students. Children made a large bulletin board with each volunteer's name entitled "Thank-you Volunteers." The children painted pictures to use as placemats for the luncheon, made thank-you cards for every volunteer, and signed each card. Although the community school coordinator and a teacher prepared the meal, this could be done by other parents, and students could bake cookies for dessert. Children set tables, served juice, sang songs, and held a receiving line to shake the volunteers' hands and express their personal thanks.

161. **Two-in-One** (A.B. Daley Community School) — Volunteer Appreciation and Heritage Day were combined into complementary events at A.B. Daley Community School.

The day's festivities began at 1 p.m. in the auditorium to a full house with superb presentations from each grade to approximately 150 school volunteers. An hour later, volunteers and friends enjoyed snacks and participated in numerous Heritage Day activities in classrooms.

Activities included touring a mini-museum of Nanton's past created by the Grade 3 class and volunteers. There were, amongst many things, artifacts dating back to 1873 and some of the original bricks from Nanton's first schools. Other classes put on cultural displays and tea parties from different countries and time periods, square dancing was called by an old-time caller, and there was construction of Indian artifacts. In most cases, observers became participants, and all enjoyed a very successful two-in-one afternoon.

162. **Equal Recognition of Volunteers** (Madonna Community School) — When working to involve active parents and citizens in the school, equal volunteer appreciation and recognition becomes difficult. How can one compare the value of the gift given by volunteers who have a large amount of time to give with those who are very busy yet still manage to spare some time?

It is important that, whatever the amount of volunteer time given, it be appreciated. The busy person must feel that what little time is given is of value and will be acknowledged. Otherwise, volunteers will not be willing to give up their valuable time.

To provide recognition to volunteers who give a lot of their time without under-valuing those volunteers who have little time to give, compile a slide show entitled "Volunteers In Action" at your volunteer appreciation event. This provides entertainment in lieu of giving out awards, thus solving the problem of how to recognize volunteers indiscriminantly.

Also, as photos of each volunteer are taken throughout the year, have some slides developed into prints. Post them up on a permanent bulletin board showing "Volunteers in Action".

163. **Open House Opens the Way** (St. Patrick's Community School) — An open house was held at the start of the 1982 academic term. The main objective was to allow teachers to experience initial contact with parents and vise versa. After a general session in the gym, parents proceeded to their child's homeroom where teachers briefly explained curriculum and expectations of behaviour.

The idea originated from discussions and an analysis of teachers' home visits during previous Septembers. Visits were uncomfortable when neither teacher nor parent had met previously. A September Open House allows parents and teachers to meet informally on "safe" territory. During the evening, teachers present each parent with a home visitation package. Included in the package is an invitation parents send to teachers indicating the most convenient time for a visit. When parents initiate the home visits themselves, teachers are received very warmly and are often asked to stay for supper.

164. **Parent Band Association** (New Sarepta Community High School) — A New Sarepta Community High School band program was requested by parents in 1973. In order to implement the program, parents of band members formed a Parent Band Association. This association borrowed money to purchase instruments and pay for subsequent repairs. The loan was paid back mainly through fees paid by band students along with some fund-raising activities. The Parent Band Association has sponsored three tours, numerous local trips to senior citizen lodges, and scholarship and awards programs.

School board support has been demonstrated by the hiring of a band teacher and in supplying music. This program is an excellent example of how community and school can work together.

165. **Students Orient Parents** (Ecole Communautaire Father Jan) — Parent Orientation Night at Father Jan provides an opportunity for students to develop a sense of pride for their school, teachers, and programs. It is the student's responsibility to bring his/her parents, give them a tour of the school, and introduce them to his/her teacher(s). The evening is very informal, yet the idea of parent, child, and teacher working as a team is firmly established.

166. **Lending Learning Games** (Southview Community School) — Volunteers at Southview Community School made learning activity games to reinforce math and language arts skills. These games can be incorporated into the classroom or used by students individually. The games are self-checking, as the answer key is printed on the back of each game container. They are filed in the library and can be signed out by teachers or parents. Each game has a separate file card giving game number, subject area, specific concept covered, and student directions. As games can be made at home, this is an ideal way to involve volunteers who would like to be involved in the school but are unable to be in the classroom.

167. **Homeroom Class Committees** (Ecole Communautaire Routhier) — In October, each homeroom elects a parents' committee whose task is to assist the teacher, organize field trips, raise funds, and so on. The committees are able to solve many problems before they become serious. They also encourage parent involvement. A representative from each homeroom parents' committee sits on the school's advisory committee where schoolwide issues are discussed and resolved.

168. **Absentee Check Program** (St. Timothy Community School) — The Block Parent Absentee Check Program is vital to the well-being of students at St. Timothy Community School. Every morning and afternoon, volunteers utilize the phones to ensure that students are safe in their travels to and from school. Thank-you notes from the Block Parent area chairman and community school coordinator are sent to each volunteer and, in addition, each volunteer receives a special hand-made card designed by the student.

169. **Parent Year-End Evaluation Questionnaire** (Hillhurst/Sunnyside Community Schools) — To aid the process of year-end evaluation, Hillhurst and Sunnyside Community Schools solicited parent response via a questionnaire. When all questionnaires were returned, parents from the advisory council tabulated and interpreted the results. Once that information was collected, it was presented to the parent body in a school newsletter. The idea to publish the results comes from the premise that if you request someone's advice or assistance, you should let them know what you did with it.

170. **Parents Help Select New Principal** (Hillhurst/Sunnyside Community Schools) — During the formation of the charter, parents involved in the process felt it important that parent input be a part of the selection process for a new community school principal. The nature of this input was to be informal.

When the principal of Hillhurst Community School was promoted to another position, the area office for the Calgary Board of Education responsible for the school requested parent input. Parents were invited to outline school policies and programs which they endorsed and felt should be continued, as well as other items they wished the new principal to be aware of. A number of parents responded, and a letter was forwarded to the responsible associate superintendent. Included with the letter were copies of the school's current philosophy, discipline policy, community school orientation, and most recent evaluation for the IDCSC. The area office reported that the information was both useful and appreciated.

171. **Pre-School Play Cooperative** (Nicholas Sheran Community School) — When parents register their child for the pre-school play cooperative (for two to five year olds), they also register themselves for involvement in the program. On the first day, parents set up a volunteer schedule for further sessions in which they themselves plan the activity for the day. Activities may include crafts, cooking, music, games, and tumbling. Each parent has the opportunity to plan one session. A maximum of 21 children are registered over a seven week session. Each session involves three mothers or dads for one and a half hours. Ideas, suggestions, and guidance are offered by the preschool program committee. The program has become so popular that more programs have been scheduled for the future.

172. **Leadership/Fellowship Conference** (A.B. Daley Community School) — Geared to the needs of Community Education Advisory Council mem-

bers, volunteers, those restricted from volunteering, and those who wanted self-improvement in human task and time management, the mid October conference in Nanton prepared these people for various roles in the school.

To create more volunteer time for home-makers, one session taught "at home" time and task organization techniques. Role plays, work sheets, behaviour matrices, lectures, comprehensive handouts, and decision-making techniques were examples of other sessions designed to fulfill the needs of those attending the conference.

PRINCIPAL TEACHERS' LETTER, January, 1985

173. **VIP Workshop** (Ecole Communautaire Routhier) — Since Routhier is bilingual and in a rural setting, many students must travel a great distance to school. It was therefore decided to add a new dimension to the volunteer program. Parents having to travel many miles to come to school are reluctant to volunteer their time regularly once or twice a week for an hour or so. For these parents, workshops are held where they come in for a full day to work on special projects, prepare educational material, and so on. For the 1983/84 school year, teachers felt that workshops should emphasize the language arts program (both French and English). Workshop dates were advertised in the school's Letter of the Week and were well attended. Evening workshops were also held for working parents.

174. **Parents Attend Board Meetings** (Rosebrier Community School) — Better communication between the school board and the school is of prime importance in fostering a sense of collegiality. Furthermore, two-way communication between community school parents and their board encourages the development of the community school characteristics Everyone a Teacher, and Everyone a Learner. The Rosebrier Parent-Teacher Organization has organized volunteers who attend, in groups of two or three, every school board meeting. The community school is thus better informed, and the school board is also becoming better acquainted with community school philosophy and goals.

EDUCATION TODAY, October, 1985

175. **Grades 7 and 9 Orientation Nights** (Grande Cache Community High School) — In the past, school orientation evenings were often a disaster with very few parents attending. This year, using a suggestion from the IDCSC, personal letters were sent urging parents of the students concerned to attend these evenings. Consequently, at the Grade 9 orientation, 75 attended, while at the Grade 7 level over 125 attended. The personal contact seems to work wonders.

PRINCIPAL TEACHERS' LETTER, October, 1985

176. **Parents as Allies** (A.B. Daley Community School) — To the surprise of Mom and Dad, the teacher did not call to complain! Why? Beginning in September, all teachers could make two or three "good news" calls per day to parents telling what good things the students did during the day. This would mean at least 12 calls to the child's parents per year. By keeping track of the parents called, the school could gauge rapidly how many apathetic and antagonistic parents become school allies as they thereafter are called to become involved in the school. This would decrease the amount of two-way complaining, increase support for the school, and most likely would increase parent-teacher conference attendance. So what if more phones need to be installed!.

177. **Summer Camping Experiment** (St. Mary's Community School) — St. Mary's Community School runs two summer programs during the months of July and August: a recreation program as well as an English as a Second Language program for children between the ages of six and 15.

In the middle of the summer, both programs get together to participate in a three day camping trip. The camping trip provides an opportunity for the children and their parents to experience the Alberta wilderness, as many participants have never had the opportunity to sleep in a tent, watch the stars from a sleeping bag at night, hike through the woods, sit around a campfire, and sing songs. The trip also provides the opportunity for English and non-English speaking children and parents to work, recreate, and share ideas together.

Parent volunteers are an integral part of this camping experience; they not only act as supervisors for the children but also become involved in programming by teaching skills and experiences they have learned. For example, a parent from Hungary taught the group how to tell poisonous mushrooms from edible ones. This type of activity enables children and parents, both English and non-

English, to learn and communicate with each other in a fun way.

178. **Volunteer Appreciation Ideas** (Blueberry Community School) — In April, 1984, Blueberry Community School invited all their volunteers to a special performance by Kane and Lebane who provided an evening of opera, operetta, and selections from Broadway musicals. All of those who attended this special performance thoroughly enjoyed it.

In June, 1984, Blueberry hosted a volunteer appreciation tea and fashion show. A collection of women's spring and summer outfits was modelled by the staff. Each volunteer was presented with a tea cup and saucer in appreciation for their work and time given during the school year. Cakes and cookies were prepared by the staff for this occasion. Grade 9 students served tea and coffee and provided a babysitting service for those parents who attended. Volunteers received a certificate for their hard work and dedication on various projects throughout the year.

At Christmas time, volunteers also received a small tree ornament or candle as a thank you.

179. **Safe Grad** (Father Patrick Mercredi Community High School) — Safe-Grad is an AADAC sponsored program designed to teach high school graduates the responsibilities of drinking. Parents of graduates implemented this program at Father Mercredi in May, 1984. Meetings were held with parents, grads, teachers, members of the RCMP, and AADAC.

When the big night came, five bus loads of students were motored out to the local lake after the graduation dance. Parents had prepared the site by fencing off the lake and surrounding area, building an outhouse, lighting the area, and building a fire. Parents supervised the surrounding area so no party crashers could attend. One of the main stipulations was that students were required to take the bus and no cars were admitted. Teachers were invited guests. Barbecued hotdogs and hamburgers were served to the grads during the morning. Buses departed the camp at 4:30 a.m. and at 8 a.m. The Safe Grad program was a great success and everyone had a fun, safe time.

180. **Suggestions for Parental Involvement** (A.B. Daley Community School) — To increase parental visits with teachers, the principal and vice-principal could relieve teachers in the mornings or afternoons three days a week for three months. By this time, almost all parents should have met with the teachers.

— Request parental submissions to the school newsletter stating what good things they have noticed about the school in the last month or two. This, in turn, will spawn interest from other parents. Since it is a parent submitting the ideas, the ideas may rise in credibility since the ideas are viewed from an "outsider's" point of view.

— Ask parents to evaluate the report cards and parent-teacher conferences. Are they solely meeting the needs of the school and ignoring somewhat the needs of the parents? Are conferences scheduled at convenient times for the parents? Would some like to meet early in the morning? Are conference lengths too long or too short? Is information from the teacher given to parents? Is information from the parents received by the teachers?

— What's happening in the community? As an extension to the current community calendar service, tie in a phone recorder service for night time calls. This could serve a dual purpose. Parents who have questions that cross their minds after hours could leave messages on the recorder, and those individuals who would like to be informed of up and coming events could receive that information, as well.

PRINCIPAL TEACHERS' LETTER, May, 1986

181. **The Friday Envelope** (Hillside Community School) — Effective communication between the school and home is a prerequisite for successful involvement of parents in the education of their children. The cornerstone of Hillside's communication program is the Friday Envelope. This is a 10" x 13" commercial envelope, called the "Survivor", which has been imprinted with Hillside's Logo. It is made of a virtually indestructable water-resistant paper which will stand up to a whole year of trips back and forth between school and home. All school-home communication goes home in the Friday Envelope. Parents expect it and look for it at the beginning of each weekend.

A recent survey showed that 87% of parents "always" received their Friday Envelope, with the other 13% in the "usually" category. Parents also indicated they thoroughly appreciated receiving

letters, newsletters, announcements, and field trip permission slips on one day as they didn't have to worry about missing something. A similar high percentage indicated they "always" read the material in the Friday Envelope. Parents also use it to return suggestions, surveys, and the like, making it a very useful two-way communication tool.

182. **Students Challenge Parents** (Midway Community School) — Students in various classes have made some interesting challenges this year. They have challenged parents to soccer, dodge ball, floor hockey games, and various other sports events. They have also challenged parents to various inside challenges such as computer games, chess, checkers, badminton, or whatever else the students decide to challenge their parents with. This all takes place at lunch time when the whole school can come and watch. The parents love it because it helps to make them feel welcome at the school as participants in the challenges or as spectators just to watch the fun.

183. **New School Banner** (Rosebrier Community School) — The member-at-large on the advisory council and her friend have created a most beautiful banner for the school's re-opening of the newly renovated Rosebrier Community School. A pink, quilted rose on a dark green satin background enhances the bright white letters that emblazon the banner. This is a super example of how community members can enhance the pursuits of the school.

184. **Parents' Workshop on Children's Books** (W.D. Cuts Community School) — Many parents expressed a concern at an advisory committee meeting about their inability to help their children select good books. As a result, a workshop was organized with the help of parents in the community. Experts in the area of book selection made presentations on March 13, 1986. Both the elementary and junior high areas of good book selection were addressed. In addition, representatives from the St. Albert Library and Village Book Shop organized a display of children's books for parents to view.

3. COLLEGIALITY

A democratic, collegial philosophy is encouraged by the School Board and principal teacher in the administration of the school. Parents and other interested community people are regarded as allies.

LINKAGE, June, 1982

185. **Student Suggestion Box** (Father M. Beauregard Community School) — When students come up with an idea they would like to see implemented at Father M. Beauregard Community School in Fort McMurray, they write their idea out on paper and insert it into a suggestion box. The Grade 6 students are responsible for compiling the resulting ideas and presenting them to the staff for further discussion.

LINKAGE, September, 1982

186. **Teacher Jam Sessions** (Southview Community School) — Collegiality becomes a reality when open and honest channels of communication exist among staff members. One way to ensure that such communication happens is to hold monthly "jam sessions". These sessions should be held at times other than at regular staff meetings. Teachers should be encouraged to give informal feedback on recent school programs or brainwrite on future ideas and projects.

187. **Just-for-Fun Staff Meeting** (Colonel Walker Community School) — Once every month or second month, the staff meet for a 30 minute, fun staff meeting to foster collegial spirit. They call it a mini-professional development (P.D.) day. Teachers who have special interests or hobbies are given an opportunity to share them with other teachers.

For example, the principal of the school, gave a slide show presentation on a topic of some fascination — hiking. He is the head of the Great Divide Trail Association, and one of their current projects is the building of a hiking trail between Banff and Waterton. The community school coordinator at Colonel Walker demonstrated her spinning skills using a drop spindle. Another teacher discovered a film she thought was valuable and arranged a mini P.D. day so that the other teachers could view it.

188. **Be Proud Of Your School** (Suggestion from a Community School Friend) — Emphasize the positives. Encourage staff to write three things about their school which promote a sense of pride. Make these feelings specific. For example, don't just say, "We are proud of our fine teaching staff" — say why you are proud. When enough contributions have been received, make them available to the district's community newsletter for all to see. Feature them in the staff newsletter, or use them to illustrate talks. There is a great deal to be proud of in our schools.

189. **Community Contact Fund for Teachers** (New Sarepta Community High School) — A community contact fund has been established to provide release time to teachers for community research and professional development in community school or education matters. A list of possible productive activities has been developed for staff members who wish to use the fund.

190. **Mini-Workshop Staff Meetings** (Bertha Kennedy Community School) — Two staff meetings each year offer participation in mini-workshop sessions dealing with such topics as: good communication skills, goal setting, dealing with conflicts, problem solving, planning, and decision-making by teachers.

Last year, one such mini-workshop was devoted to the topic of parent volunteers. The topic was not announced prior to the meeting in order to obtain spontaneous feedback. The session began with a card game in which players (the teachers) recorded on cards some skills or talents they have to offer to an organization and also some personal needs they have. The game involved matching as closely as possible the cards with skills and the cards with needs. The discussion which followed centred upon the feelings the participants had when

asked to identify their skills and express their needs.

The game was then related to the parent volunteer program. The teachers realized, as a result of the game, that it is difficult for parents to list their skills when they are unaware of teachers' needs. The teachers then discussed how they could work together to effectively utilize parent resources.

This mini-workshop, and others like it, demonstrate how the administration can include the staff in decision-making processes.

191. **Parents Praise the Teachers** (Suggestion from a Community School Friend) — Send a letter to parents asking them to submit names of teachers who have done something special for their child. Then send a letter to the teachers concerned telling them exactly why the parents appreciated their help and understanding.

192. **Orientation for New Teachers** (Matthew Halton Community High School) — Many high schools have welcoming committees to help orientate new students in a school; however, new teachers can also find it difficult to familiarize themselves with the complex workings of a high school.

In addition to the standard fall orientation sessions, Matthew Halton has established a buddy system for new teachers for the purpose of providing continued assistance and orientation. Pictures and articles introducing new staff to the community are written up in the school newspaper.

Rookie teachers, that is, teachers who were new to the school in a previous year, are getting together this year to write a teacher's orientation handbook. The handbook will provide comprehensive coverage of procedures and guidelines that are not dealt with in detail during the fall orientation session.

193. **Celebrate Teacher's Day** (Suggestion from a Community School Friend) — The community can celebrate Teacher's Day in the same way that Mother's Day and Father's Day are celebrated. A Pride Committee can organize a banquet where teachers are the honoured guests and people in the community are invited to attend. The invitation can take the form: "You are invited to salute our teachers for their dedication and commitment to young people".

194. **Students Sit in on Staff Meetings** (St. Catherine Community School) — The members of the students' union have been given an open invitation to attend regular staff meetings, if they so choose. This policy fosters a deeper understanding, appreciation, and sense of community among students and staff. Students have attended meetings to listen and to share their views, ideas, and suggestions on such topics as fund-raising, parent involvement, and curricular and extra-curricular student activities.

195. **Teacher Trios (IDCSC)** — Staff members may choose to become part of a teacher trio for professional development. This is a staff-initiated plan in which three teachers can observe one another in action. In a trio, teacher A observes teacher B, while teacher C covers both classes. Large group activities are planned during these times, such as film reviewing, low organizational sport sessions, community speakers, and drama or music activities.

LINKAGE, November, 1982

196. **Ombudsperson to Review Processes** (New Sarepta Community High School) — It is well known that a "Staples" ingredient in community schools is the efficiency and effectiveness of meeting processes. To ensure that meeting processes are reviewed periodically, an ombudsperson could be appointed for each new meeting group.

LINKAGE, December, 1982

197. **O Christmas Tree!** (Steinhauer Community School) — The student co-op council at Steinhauer Community School is a small, rotating group of Grade 6 students. They assist the community school coordinator in developing goals and strategies which relate to the community school philosophy. For example, a project to bring Christmas season warmth to neighbourhood senior citizens was initiated by the co-op council in cooperation with Social Services. The students not only made Christmas tree ornaments but also delivered trees to senior citizens homes and visited while decorating the tree.

LINKAGE, March, 1983

198. **Students Write Handbook** (Suggestion from a Community School Friend) — Instead of the

usual elementary handbook, have students write what they think school rules should be. Responses can be used to produce a book in a language easily understood by children and, more importantly, with rules they can understand.

199. **Students as "Shareholders"** (Blueberry Community School) — A program which focuses on the student as a teacher and a "shareholder" in the school will be implemented by the staff at Blueberry Community School. This concept will help students develop a sense of community by encouraging them to take responsibility for planning and implementing certain programs. Opportunities will be provided for students to come up with self-directed activities of their own.

Situations will be created that will allow the student to become the "teacher". Suggested activities include: planning a hobby day, timetabling a day's work, designing the creative playground, conducting a survey to identify student interests, and devising a citizenship program.

200. **Students as Advice Givers** (Suggestion from a Community School Friend) — As students graduate or leave school, organize a "town hall" meeting and ask them what life was really like in the school and what could be done to improve it. Record and publish the answers. Give them serious consideration.

EDUCATION TODAY, June, 1984

201. **Personalized Delivery** (M.E. LaZerte Community High School) — Triggering teacher interest in reading publications is always a challenge. Try this idea. Personalize the delivery system by identifying items of particular interest to individual recipients. A note on the front of the paper suggesting that the reader look for the starred (*) article will likely increase reading of other articles.

PRINCIPAL TEACHERS' LETTER, October, 1984

202. **"Let's Share" Meetings** (Father Patrick Mercredi Community High School) — During April, 1984, the principal and community school coordinator at Father Mercredi Community High School invited representatives from all the schools in the separate system to a "Let's Share" meeting. Principals, community school coordinators, and teachers attended. The idea was that schools could help each other at the school and district level. New schools were paired with established schools; community schools were paired with non-community feeder schools.

During May, the twinned schools met again to discuss sharing techniques for the 1984/85 school year. It was decided that meetings will be held four times a year, with a different school hosting the meeting each time. As well, combined newspapers will be published twice yearly that will highlight students' work.

EDUCATION TODAY, October, 1984

203. **Community Fills Out Report Card** (Blueberry Community School) — Schools give out report cards on students; why not have the community fill out a report card on the school? A five-page report card was developed for Blueberry Community School through its community advisory council. The report card was distributed to parents and community members who used the facility. Twenty-five percent of families filled out and returned the lengthy questionnaire. Blueberry Community School now has a better basis upon which to evaluate how the community views its school.

204. **Evaluative Questionnaires** (Rosebrier Community School) — In the spring of each year, community schools turn their thoughts to evaluation. An effective method of distributing and administering a community-wide evaluative survey was discovered when the schools decided to make use of the parent-teacher organization annual bingo and pie social. This event attracts up to 250 people of all ages and occupations from the surrounding rural areas.

The questionnaires were handed out at the door. When the survey was completed, a tear-off stub was thrown into a barrel to be eligible for the door prize, which was a portable television set.

This idea resulted in the return of a much higher number of completed questionnaires than before. As well, fewer persons were needed to handle the processing of the questionnaires, and this proved to be much faster than mail or personal distribution.

EDUCATION TODAY, October, 1985

205. **Leadership Group** (Sherwood Community School) — Sherwood has dispensed with a students' council and developed a leadership group. This consists of students from all five grades

in the school. Under the sponsorship of a group of dedicated teachers, parents, and the advisory council, these students organize and run almost all student activities. Staff, students, and the advisory council work together on major school events. Students are selected by their classmates on a room basis on the strength of their leadership skills. The culmination of the year's activities is a leadership training camp for 60 students. At camp, students are involved in leadership training and in making plans for the coming year. In the future, the school hopes to have a leadership camp to start off the year.

PRINCIPAL TEACHERS' LETTER, October, 1985

206. **The Lunch Bunch** (A.B. Daley Community School) — Elementary schools often do not have representative councils from within the student body. That's bad news if we're trying to instill democratic values in students. Nonetheless, one step towards building those values is to select two representatives by secret votes per grade to become the principal's (or whoever's) "Lunch Bunch".

This crew would then meet every two weeks during noon hour to discuss the following items, amongst others: classroom business, sportsmanship on the playground during recess and noon hour, general behaviours, needed equipment and what needs fixing or altering, and special activities. By having such a group, students will learn to serve one another. Furthermore, they will learn that service to the school should be viewed and treated as a privilege.

207. **School-Based Action Plan and Retreat** (Good Shepherd Community School) — In a plan to more fully integrate the school and the community, Good Shepherd Community School staff have begun to develop, categorize, and priorize educational objectives regarding student services, organizational structure, curriculum development, staff development, Catholic identity, budget, communication, and coordination.

At a series of meetings, the staff will work out the year's calendar to maximize classroom and school efficiency in such areas as theme weeks, testing, fund-raising, and special events. Teachers will consider the school's needs on the basis of this year's evaluation and will modify programs to take advantage of available resources and programs which the school expects to support. It is expected that a team approach such as this will enrich the "espirit de corps" of the staff, as well as provide a common set of objectives which the whole team can appreciate and endorse.

PRINCIPAL TEACHERS' LETTER, May, 1986

208. **Advisory Council and Staff Potluck Supper** (Hillhurst/Sunnyside Community Schools) — For the past two years the advisory council for Hillhurst and Sunnyside Community Schools has held a pot luck supper for the staff. The initial idea behind this activity was to get the staff to have a better knowledge of the advisory council and its activities.

However, a relatively short evening (5-7 p.m.) that includes some games as well as dinner doesn't leave time for this. It was discovered that, just as importantly, the teachers and members of the advisory council got to know each other as individuals and could put faces to names — in fact, something just as worthwhile as the original intention was accomplished.

209. **Professional Day** (Menno-Simons Community School) — On Friday, January 31, 1986, the teachers of Fairview A.T.A. Local 51 held a very successful professional day at Menno-Simons Community School. One hundred and fourteen teachers from Fairview, Worsley, Hines Creek, Whitelaw, and Bear Canyon schools were greeted at the door by students and community members. Name tags were supplied, and the day began with a game organized by the community school coordinator which introduced teachers and ended with fun prizes for the winners.

A Grade 8 student introduced Mr. Steve Ramsankar, the guest speaker, and she was rewarded with an Alex Taylor T-shirt. Mr. Ramsankar gave a wealth of information about his school and his philosophies through the use of video tapes and left teachers with the feeling that they can look into themselves and find talents to develop that would enhance their teaching routines.

Community members and students served a delicious lunch, and the Menno-Simons staff entertained the group with a play written by the secretary called "Great Expectations". The afternoon was spent in the following sessions: "Curriculum Futures", "I Love Teaching", "The Gifted Student", "Agriculture Classroom Program", "How

Community Schools are Different", "K-3 Articulation", and "Questions with Steve Ramsankar". Also, video tapes were shown of two productions that Menno-Simons Community School students participated in — "The Sound of Music", and "Oliver". The day ended with community members offering sleigh rides and staff members encouraging teachers to participate in broomball games.

This was the first time that a professional day was held out of Fairview, and teachers were impressed with the community involvement as well as the displays in all the classrooms and hallways. Lately, many congratulatory letters from teachers and staffs throughout the division have been received. As one letter quoted:

> Friday's professional development inservice spent at your school with your staff was an excellent day of activities. I very much appreciated your hospitality, your sense of community which was extended to all of us from Fairview A.T.A. Local 51, and your calibre of professionalism highly exhibited in your school. I congratulate you for all that you offer your community and I am proud to be a Local #51 member because of you.

210. **Community Fights School Closure** (Colonel Walker Community School) — Facing a low enrolment and a higher pupil/teacher ratio, Colonel Walker Community School Junior High was facing extinction when the advisory committee took action. After talking with administration, possible alternatives for dealing with the problem were brainstormed. The entire community was leafletted to invite them to a community association meeting where advisory committee members presented two alternatives and solicited any other suggestions people might have.

A written poll taken at the meeting showed that the vast majority of people wanted to petition the school board to keep extra teachers in the school for a minimum of three years until the large numbers of children in the lower school reach junior high age. Volunteers were recruited for the Save the Colonel Sub-committee.

After tremendous effort and research, the parents and grandparents on the Save-the-Colonel Subcommittee developed a brief to present to the board. They also conducted a letter-writing campaign which produced over 200 letters in support of the school. On Tuesday, February 18, about 40 people packed the school board offices to present the brief.

The school and community are still waiting to hear, but early indications are good. Whatever the outcome, it has been a wonderful experience for all concerned and a unifying force in the community.

4. EVERYONE A TEACHER

The faculty includes teachers, working in cooperation with each other, and community adults and students.

5. EVERYONE A LEARNER

Although the education of the young is the priority, all members of the community are potential students, including pre-schoolers and adults of all ages. Educational activities involving people of all ages are encouraged.

PRINCIPAL TEACHERS' LETTER, June, 1982

211. **Cross-Age Learning Opportunities** (Matthew Halton Community High School) — An innovative policy at Matthew Halton in Pincher Creek is designed to encourage high school students to participate with adult students as learners and, yes, even as teachers. Last year, a Grade 12 student instructed an evening course in computer technology. This year, a student is an assistant instructor in an aerobic dance class.

The policy states that after six adults have registered in any adult course, further registration is open to any high school student upon approval of the instructor. Courses such as photography, hand-gun shooting, and aerobic dance have proven to be popular with high school students.

The University of Lethbridge has a clause in its policy which allows high school students to enrol in any first year university course upon approval of the principal. If that student later attends the university, he/she will be given credit for it. The high school credits the course as a special project and accepts the grades issued by the university.

One adventurous student decided to enrol in a different type of school altogether — he is at a ground school taking a preparatory course in flying!

212. **Seniors and Students Help Each Other** (Alex Taylor Community School) — If you should drop into Alex Taylor Community School any weekday from 8:30 to 3:30 p.m., you will find senior citizens teaching students how to sew, play bingo or crib, or you may find students and seniors on their way out to compete with other senior citizen groups in bowling or "disking" games. Seniors might also be taking students on a field trip. If you should come on a Wednesday around noon, you will find the Grade 4, 5, and 6 students busy preparing and serving the seniors a hot lunch. At Alex Taylor, students and seniors serve each other and learn from each other in these and many other ways.

LINKAGE, November, 1982

213. **World Travellers** (St. Mary's Community School) — Groups of students, teachers, and friends from St. Mary's travelled to China, Russia, Greece, and other European countries. By the time the travellers boarded the plane, they had spent many months preparing for their trip. Numerous lunch hours and evenings were taken up with film presentations, lectures, and cultural studies to learn about the country to be visited. The prospective travellers raised part of the money required by sponsoring events such as dance-a-thons and car washes.

214. **Family French** (Thorncliffe Community School) — Family French, an evening course for parents and kids, is taught by two further education teachers and one French-speaking volunteer from the neighbourhood. During the first part of the class, both parents and children participate in a variety of fun activities. Sometimes they dress up in costumes and act out plays in French. Other times they taste and discuss French foods. Later in the evening, parents and children divide into groups for instruction according to their learning needs. The school received funds from the Continuing Education Department to accommodate

families who required a babysitter in order to attend the course.

215. **Adult Education Survey** (New Sarepta Community High School) — The possibility of offering adult credit, basic literacy, and writing improvement programs will be investigated by New Sarepta. Various community groups and a sample of households will be surveyed to assess the need for such programs. Adult courses will be promoted by advertising in the school newsletter. The objective of New Sarepta Community High School is to create a climate within the community to make these programs known and socially acceptable.

216. **Legal Education for the Public** (Victoria Community School) — A representative from the Calgary Legal Guidance Society became a member of the Victoria Community School Advisory Council. This representative initiates free legal education courses on topics of interest to low-income people in the community. Topics of special interest are: divorce, custody and access, wills, juvenile law, and expropriation.

217. **Native Crafts** (Sacred Heart Community School) — A native person who lives near Sacred Heart Community School teaches several native craft option classes, evening courses, and summer programs. Beading has become a popular pastime for many people in the community. By observing someone who is beading, anyone can learn the craft. There is also ample time for amiable conversation while beading and creating beautiful designs. Several students and parents have adopted beading as a lifelong hobby.

LINKAGE, December, 1982

218. **Story Swap Shop** (Muir Lake Community School) — Muir Lake Community School will be setting up a story "swap shop" in the school where elderly people and students can get together to talk and share their life experiences. In addition, crafts and recreational activities will be set up in such a way so that senior citizens and students can participate both as teachers and as learners. Ideas for activities include: ping pong, weaving, second language courses, coffee gatherings, library, and bake days.

219. **Work Weekends** (W.D. Cuts Community School) — Two weekends each spring are designated as work weekends for Grade 9 students at W.D. Cuts Community School. People in the neighbourhood save up odd jobs for student "work gangs" and pay each student $2 an hour. Students pool the money they earn to cover the cost of graduation activities.

220. **Teachers and Learners** (Matthew Halton Community High School) — Senior citizens who are willing to serve as resource people or volunteers for Matthew Halton are visited by the community school coordinator. The coordinator talks to these citizens about services and further education courses available to them through the school.

One of the results from the visits was that seniors began registering in two non-credit courses offered by teleconference. Grant MacEwan Community College uses teleconferencing to lecture on the romantic history of the west, and Athabasca University's Faculty of Law offers a course on wills and estate planning.

221. **Rent-a-Helper** (Father M. Beauregard Community School) — Compile a list of the names of children willing to offer their services to the community. People in the neighbourhood can call and request assistance with tasks such as: gardening, lawn mowing, fence painting, car washing, or taking small children to the park.

People can "rent-a-helper" to assist with other tasks such as finishing a basement, building a deck, making a compost heap, or designing a rock garden.

222. **Pre-School Story Hour** (Bertha Kennedy Community School) — Here is an idea for a pre-school story hour involving different age groups. Invite four and five year olds to school and arrange to have neighbouring senior citizens, parents, and older students take turns reading to them. Puppet shows, prepared by children in lower grades as part of their language arts program, can also be shown to the pre-schoolers.

223. **Survey Collecting Contest** (Pineridge Community School) — When a lengthy survey was distributed throughout the neighbourhood, students at Pineridge were asked to assist in returning as many of these surveys as possible. The students joined with the Pineridge Boys and Girls Club to sponsor a contest to see who could collect the most surveys. People were told that completed surveys could be given to any young people they saw walking down the street. When surveys were collected

by going door to door, the home-owner was given a special card to display in a window indicating their survey had already been collected. This simple practice helped to ensure that homes were not visited twice.

224. **School Store** (Suggestion from a Community School Friend) — A school store used as a learning situation can be of benefit to students. The store, staffed by student helpers who learn buying, ticketing, and sales management, can be open during lunch time. To manage the store, one teacher can be put in charge and then given a free period.

225. **Service Corps** (New Sarepta Community High School) — Each day, two students at New Sarepta Community High School are on duty for the service corps. Students meet under the leadership of senior students to perform routine service functions and at least one creative service function for the school or community. These duties are performed during the initial period of the school day. Routine service functions include: gathering litter, changing the student-made welcome sign and school map, lowering and raising the Canadian flag, and updating the service corps log book. Creative service functions are decided upon each day by the service corps.

226. **Students with Special Skills** (Langevin Community School) — Students with special skills at Langevin Community School have been put on a list as resource people within the school and community. The list includes students with musical skills, students who can be used as interpreters, and students who know how to operate different types of equipment.

227. **Summer Project in Mexico** (St. Mary's Community School) — For the past 10 years, St. Mary's students have been committed to helping small villages near Mexico City. Financial support is only one way by which students become involved in helping; in addition, volunteer students spend months studying Spanish and saving money to prepare for a trip to a small village each summer.

The students spend their summers teaching children in Mexico to read and write, helping to grow vegetables, and building community buildings. Students come to understand, in a very real way, that to be a teacher is also to be a learner.

228. **E.S.L. Pairing Program** (Sacred Heart Community School) — Grade 9 students at Sacred Heart Community School have set aside two block reading periods a week to give non-English speaking students extra one-to-one instruction. During the time set aside, the Grade 9 students are paired with E.S.L. students of the same language. The program provides a new student with a buddy who can answer questions, explain "the system", teach English, and help to alleviate fears.

LINKAGE, January, 1983

229. **Citizenship Judge Visits School** (St. Catherine Community School) — A high percentage of the community surrounding St. Catherine are immigrants to Canada. For this reason the staff feels that it is important to impress upon the community the importance of citizenship. Once a year, a citizenship court judge comes to the school and talks to students and parents about what it means to be a Canadian citizen, who can qualify, and what you must do to become a citizen. The judge then leads everyone through a "pretend" citizenship court.

230. **Computer Attracts Children and Parents** (Bertha Kennedy Community School) — Several years ago, Bertha Kennedy Community School rented a PLATO computer. The computer terminal was hooked up to the University of Alberta main terminal by telephone lines.

Peter Johnston of the U of A PLATO Project Team assisted a Grade 6 teacher to select suitable programs for elementary children. The task was mind-boggling considering there were 7,000 programs to choose from! To help in the selection process, the teacher gave her students a questionnaire entitled, "What do you think the computer can do better than the teacher?" The results showed that students were keen on educational computer games.

To obtain maximum use of the computer, the teacher initiated an evening program whereby the computer could be booked by parents and children between 4:00 p.m. and 9:30 p.m., Mondays to Fridays. It provided a wonderful opportunity for parents and children to be partners in learning. The computer was also used in the resource room as well as many other programs. Later, three Apple computers were purchased to complement the PLATO.

LINKAGE, March, 1983

231. **Parlez-Vous Francais?** (Suggestion from a

Community School Friend) — To encourage the learning of a second language at the ECS level, have ECS students join a fourth year French class and let the older students teach the little ones. Cover basic vocabulary such as numbers, colours, and names of things. Young students will quickly learn from older students, and for the older students it will be a helpful review. While the class is in session, the parents can be invited to have coffee with the staff or else take part in informative courses on cooking or reading readiness. Everyone taking part can have fun.

232. **Younger Students Teach Older Students** (W.D. Cuts Community School) — Community schools do much to promote cross-age learning activities in which older students teach younger students. Last year, teachers at W.D. Cuts Community School asked themselves, "Why not switch and have younger students teach older students, instead?" When the Grade 6 class learned a folk dance in gym class, the teacher realized this was a prime opportunity for a switch in cross-age learning. Consequently, during the next few gym classes, Grade 6 students taught the dance to Grade 7 students.

233. **Teacher for the Day** (Rosebrier Community School) — Every year during Education Week, many Grade 9 students at Rosebrier Community School undertake to become a teacher for one class of younger students. Although directions and subject matter are under the guidance of the hosting teacher, implementation is the responsibility of the student.

LINKAGE, September, 1983

234. **Video Equipment** (Colonel Walker Community School) — New video equipment was recently purchased at Colonel Walker Community School, including a TV, video recorder, video player, camera, and timer. Because very few people in the school had any experience operating this type of equipment, students and teachers decided to learn together. The community school coordinator and the librarian first of all taught themselves how to operate the equipment and then conducted a "hands-on" workshop for the students and teachers. In addition to learning the basic functions and uses of the equipment, students learned scripting, filming, and directing techniques. The video equipment is now run and operated by the students for school productions, community events, and other activities.

235. **E.S.L. Students Act as Interpreters** (Connaught Community School) — Staff at Connaught Community School must frequently deal with people from the community who speak little or no English. To help with this problem, students from the E.S.L. class have volunteered to act as interpreters. For example, when the school health nurse needed to pass along some important information to a parent who did not understand English, a student from the E.S.L. class who spoke the same language as the parent volunteered to act as an interpreter, and the appropriate information was exchanged. This has proven to be an effective method of bridging the communication barrier.

236. **Mental Health Association Teachers** (Connaught Community School) — At the request of Connaught Community School, the Mental Health Association sends several of their clients to the school every Monday and Wednesday. These adults, who are having difficulty coping with their lives, are involved in a special program to help students with reading difficulties. Under the guidance of the remedial reading teacher, these adults provide individual attention to students on a one-to-one basis. This program has proven to be a success for both students and adults. Not only do students benefit from the individualized attention but, just as importantly, the adults are given an opportunity to develop a feeling of self-confidence and self-esteem.

237. **Halloween Preparations** (Dr. G.M. Egbert Community School) — In October, students from the home economics class at Dr. G.M. Egbert Community School go to a nearby play school to assist the children in their Halloween preparations. They teach the children how to make and cut out pumpkins, put on make-up, and give pointers on Halloween safety. The highlight of the day is an impromptu puppet show put on by the home economics students.

LINKAGE, March, 1984

238. **Adults Help With Curling Program** (Brownfield Community School) — Curling is part of the regular physical education program at Brownfield Community School. Parents and local curling enthusiasts alike are invited to help instruct the students. The adults also join student teams

whenever extra numbers are needed. Teachers, parents, and students all participate in a grand finale bonspiel and compete for prizes donated by local businesses.

LINKAGE, June, 1984

239. **Adult High School Program** (Willow Creek Community High School) — In Claresholm, an increasing number of adults are interested in obtaining their high school equivalency diploma (G.E.D.). This prompted Willow Creek Community High School to apply to Alberta Education for designation as a G.E.D. test centre. This designation has now been granted, and future tests will be held at the school. In addition, Willow Creek offers a G.E.D. preparation course to assist adults in preparing for the examination. The course is offered during the six weeks prior to the examination.

240. **Adults Seek Academic Upgrading** (Willow Creek Community High School) — Willow Creek Community High School provides office space for the Alberta Career Centre counsellor who visits twice a month from Lethbridge. An information service is available to all adults requiring job/career information. Many adults drop in to the community school office and browse through the brochures and pamphlets on display. The school keeps the counsellor's appointment book full for each visit by referring many clients to the career centre.

One of the major accomplishments in this area has been the emergence of adults with minimal education. One client in particular, who left school 20 years ago with the equivalent of a Grade 3 education, finally came into the school after weeks of hesitation. She has now been directed along the path of upgrading and is looking forward to entering the regular junior/senior high school program in September. This client later brought along to the community school office one of her friends also wanting to upgrade her education.

241. **E.S.L. and Seniors' Bingo** (Alex Taylor Community School) — Adult E.S.L. students at Alex Taylor Community School spend two afternoons a week playing bingo with senior citizens. This activity helps the E.S.L. students with their English and also gives them an opportunity to win various prizes. The seniors enjoy the companionship offered by the students.

242. **The Go-Getters** (Holy Trinity Community High School) — Volunteer drivers bring a self-starting community seniors group once a week to the school. The Go-getters, as they call themselves, can have their hair done in the beauty culture lab and join students for lunch in the cafeteria before they attend their regular meeting. The group initiates all meetings and trips themselves. Teaching staff are asked to be resource people for pottery, fitness, and travel dialogue.

243. **Women's Awareness Club** (Blueberry Community School) — Blueberry Women's Awareness Club meets every second Wednesday evening. There is a different topic and speaker at each meeting and it is always intellectually stimulating. Some of the topics include: how women cope with stress, acreage home protection; the film "Women Beware"; wine tasting and appreciation; holistic healing methods; powder puff mechanics; Color My World (draping); women's rights in a changing society; making a will; nutrition; and household plumbing tips.

244. **Financial Planning** (G.H. Dawe Community Centre) — Workshops are conducted by a member of a financial institution or bank and feature discussions of the major obstacles to financial success. Topics include problems with income tax, inflation, and lack of a financial plan. As these workshops are sponsored by financial institutions, there is no charge for community members to attend.

245. **Adult Christian Studies** (St. Patrick's Community School at Dawe Centre) — The Adult Christian Education course provided an opportunity for adults to investigate questions about morals and Christian living. Reverend Father Camille Dozois from Newman College in Edmonton provided the expertise. There were three weekly evening sessions with Father Dozois discussing topics established by group consensus. The sessions were well attended and many people expressed the desire to have more.

No fees were required. An honorarium covered Father Dozois' expenses. The sessions were organized by St. Patrick's Community School and the Red Deer Catholic School Board in conjunction with the St. Mary's and Sacred Heart parishes. Another series is planned for the 1983/84 school year.

246. **Immigrant Women's Program** (Pineridge Community School) — Pineridge Community School, working together with the Y.M.C.A., developed a new program for immigrant women in

the community. Women who are new to Canadian culture meet together informally once a week to share concerns and pursue common interests. Three community volunteers and a Y.M.C.A. facilitator ensure the program runs smoothly. Besides the benefit to the women involved and their children, the community also benefited when two participants offered to teach European cooking classes in the evening.

247. **Mom's Night Out** (Colonel Walker Community School) — In cooperation with Cambyr Agency, a non-profit organization which provides family support and counselling services, Colonel Walker Community School ran a free-of-charge Mom's Night Out program last winter. A Children's Fun Time was held at the same time. The moms talked, exercised, learned about support services, assertiveness training, interpersonal relations, parenting skills, and career planning. They also participated in developmental drama exercises to increase self-awareness. A trip to Mount Royal College also gave them an introduction to a smorgasbord of further education courses.

248. **Parenting Skills Program** (Willow Creek Community High School) — Earlier this year, Willow Creek Community High School, in association with Social Services and the local public health unit, identified a group of parents in the community in need of a parenting skills program.

A day time program was arranged in the school for these parents, and babysitting was available from senior high students. The students were under the direction of a health unit nurse who provided basic training in child care in addition to teaching the developmental stages of the small child. Many of the parents who benefitted from this program would not have been able to attend if the babysitting component had not been available to them, or if the cost had not been very low. Special funding from Advanced Education enabled the school to charge a nominal registration fee.

In the autumn, these parents and others will meet together on a weekly basis to share ideas, discuss problems, and participate in lectures, craft sessions, and so on. In addition to high school students, it is hoped some senior citizens will be involved in the babysitting component.

249. **Creating Together** (A.B. Daley Community School) — Creating Together is a 10 month program designed to show parents techniques for involving pre-school and elementary school children in creative activities. Parents and children attend one Saturday workshop per month and are encouraged to engage in creative projects. Activities include: arts and crafts, creative movement, drama, creative language games, music appreciation, and nature studies. Activities make use of equipment found in most households. Sponsored by the Community Education Advisory Council, this program involves local community talent as resource staff.

250. **Cross-Age Volleyball** (Alex Taylor Community School) — Students and teachers of the adult basic literacy class joined the staff of Alex Taylor in a weekly volleyball game. This activity helped the adult students develop a feeling of belonging in the school and, through this informal interaction, become acquainted with other teachers and staff. From this developed a cross-age game with the winners of the elementary students "newcombe" (a simplified version of volleyball) championship team. Community school spirit was enkindled in all age groups involved.

251. **Parent Teaches Martial Arts** (Dr. G.M. Egbert Community School) — A martial arts expert who has his own studio offers a free Thursday night Hai Keh Do lesson to a devoted class of parents, teachers, and students at Dr. Egbert Community School. He is ably assisted by his son and daughter who attended the school.

252. **Computer Awareness Evening** (Blueberry Community School) — A veritable feast of computer information was presented on February 23, 1983, at Blueberry Community School. The school hosted a computer awareness evening, and many types of information were made available. A Grade 7 and 8 teacher who organized the event invited representatives from seven computer manufacturers to display their wares. Four basic types of machines were on display: home entertainment, small personal, portable, and small business computers. The aim was not to sell computers, but instead, to increase public awareness of them. The teacher feels it is important to understand as much as possible about computers since students are using the machines at school and, in many cases, parents feel excluded and left behind.

253. **Seniors Visit Children** (St. Mary's Community School) — During July and August at St. Mary's Community School, seniors from the community come into the school to provide an afternoon of fun

for children attending any of the summer programs. The seniors present a display of square dancing and teach children the steps, tell stories and tales of the past, and sing songs for the students. Refreshments are provided by the children. It is a great afternoon of fun for everyone.

254. **Family Leisure Activities** (Father Patrick Mercredi Community High School) — To encourage families to join together in leisure activities, Father Mercredi Community High School schedules many family activities. For example, students interested in computers have the opportunity to teach their parents how to operate computer terminals. A parent-student band, family gym time, and family night in the library are also in action. Fine arts activities may also be offered to interested parents and children, perhaps in the form of a Sunday afternoon pottery class.

PRINCIPAL TEACHERS' LETTER, October, 1984

255. **Literacy Program** (Matthew Halton Community High School) — During the 1983/84 school year, the steering committee for Matthew Halton Community High School made a decision to involve the community school in the delivery of an adult literacy program for the community. Tutors were recruited through advertising in the local paper. A tutor's workshop was conducted for the nine volunteers who responded, with assistance provided by Further Education Services and Lethbridge Community College.

Once the tutors were oriented to their roles as teachers, an advertising campaign was mounted to inform the local community of the service available. Using newspaper, Community Education Calendar, television, and poster media, an attempt was made to inform people that private, confidential, individual literacy instruction was available free of charge.

Response to this program was encouraging and, since November, 1983, seven students have registered with the school and received instruction. It is hoped that enrolment figures will increase as the program becomes more well known. What has happened to date can definitely be regarded as success.

PRINCIPAL TEACHERS' LETTER, October, 1985

256. **Opportunity Time** (Steinhauer Community School) — Opportunity Time is a program that was initiated to help senior students become acquainted with adult positions in the school. Grade 6 students interested in assuming an adult role for half a day submit a short essay telling why they wish to do so. A committee judges the merit of these submissions, and winners are announced.

Adults involved are asked to plan a worthwhile experience for the students. For example, a parent came to the "counsellor" with a problem, while another parent spoke to the "principal" and "coordinator" about a community problem. Student and staff evaluations are enthusiastically in favor of the continuation of the program.

PRINCIPAL TEACHERS' LETTER, January, 1986

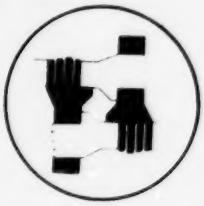
257. **Homework Hotline** (A.B. Daley Community School) — Through a Homework Hotline, students could receive short tips in solving otherwise undone homework. In locations where teachers could volunteer, or where universities have students looking for service projects or low-paying projects, or where fellow students desire to tutor other students for a few minutes over the phone, this service could prove to be a "hot number" during the school year.

258. **Making Meetings Matter** (Grande Cache Community High School) — Anyone who has had anything to do with community schools has come into contact with Dr. Brian Staple's workshop "Making Meetings Matter". It was discovered that many Grande Cache organizations were having problems with their meetings. What better opportunity to bring in Dr. Staples! The "Making Meetings Matter" workshop was presented to 35 community members who took their new-found skills back to various community organizations.

259. **The Energy Workshop** (Grande Cache Community High School) — This workshop is sponsored by Alberta Energy and Natural Resources and is available to any community. The workshop consists of a two hour "hands-on" program which shows how energy dollars can be saved in the home. Although designed for adults, high school students are welcome. The school need only help with advertising and supply a space for the workshop to be held — Energy and Natural Resources handles the rest. It was a big hit in Grande Cache.

6. INTERAGENCY CO-OPERATION

The school regards itself as an integral part of a total community education system. The school co-operates with other community organizations and agencies to provide comprehensive educational, recreational, cultural and social services to people in the school attendance area.



LINKAGE, June, 1982

260. **Fines Option Program** (Langevin Community School) — The courts are referring people to Langevin Community School to pay off their fines. The school has been participating in a program with the municipal courts whereby eligible people may opt to contribute a prescribed number of hours of service in the school rather than paying a fine. Some of the people referred by the courts become keen, enthusiastic workers.

Two of these people enjoyed working at the school so much that they have since been hired as facility supervisors. One person was inspired to enrol in a program at Alberta Vocational Centre. Another, with mechanical ability, was of great assistance in making improvements to the playground. Others have worked as typists, aides, sports supervisors, and cooks. This program is a fine example of interagency cooperation.

LINKAGE, November, 1982

261. **Display Case in Local Shopping Mall** (Matthew Halton Community High School) — A local shopping mall has kindly allowed Matthew Halton Community High School to use a display case to post community announcements and advertise further education courses. As a promotional feature, samples of work completed by students in craft courses are also put in the case.

LINKAGE, May, 1983

262. **Christmas Holiday Activities** (Kameyosek Community School) — The community school coordinator at Kameyosek ran an activities program in cooperation with the Lakewood Community League for five days during last year's Christmas holidays. Over 300 neighbourhood children paid a nominal fee to participate in recreational activities and arts and crafts in the gym, either in the morning or afternoon for two hours. This program is a boon to parents since they receive eight hours of free babysitting and are invited to join the children if they wish.

263. **Child Care Programs** (Strathearn Community School) — A pre-school class for three and four year old children is operated by parents at Strathearn Community School two mornings and three afternoons per week. Ten to 15 children attend at any one time. In this era of small families, pre-school provides an opportunity for children to socialize when neighbourhood safety and socialization are minimal.

The Mothers' Day Out program operated by Social Services gives mothers in need of an afternoon away from their children babysitting services at a cost of 50 cents per child. Interesting lectures are offered for the mothers during the afternoon.

Strathearn After School Care Society is a non-profit child care program for six to 12 year olds. The program operates from 7 a.m. to 5:30 p.m., Monday to Friday, every week of the year. The society is subsidized by the City of Edmonton and is managed by a board made up of parents and concerned community members. Staff members strive to provide a congenial, home-like atmosphere to encourage fun and promote social growth and skills.

264. **Orientation for Immigrants** (St. Catherine Community School) — St. Catherine is located in an area where many new immigrants live. Ten of its classrooms are being used by adult E.S.L. classes.

The Edmonton Immigration Services Association (E.I.S.A.) is housed in the school and offers an orientation program for immigrant families. The E.I.S.A. has a core of 200 multi-lingual volunteers as well as a staff of five multi-lingual social workers.

Their job is to welcome immigrants, teach them how to rent an apartment, pay their bills, register for an E.S.L. class, and so on.

The E.I.S.A. also runs seven citizenship classes once a week, every week of the year. People who are applying for their Canadian citizenship attend the class for six weeks. At the end of six weeks, immigrants are interviewed by a citizenship judge and then sworn in at a later date. This usually involves approximately 140 immigrants.

265. **Outreach for Newcomers** (Alex Taylor Community School) — Alex Taylor is located in a highly transient area. To help initiate new families into the community, Boyle Street Community Services Co-op visits all newcomers to acquaint them with local services and facilities and, if necessary, to provide assistance with daily living. As an extension of this service, Alex Taylor hopes to open an immigrant welcome centre at the school to help immigrants feel at home in their new country.

266. **Community Radio Station** (Grande Cache Community High School) — Here's an idea from Grande Cache which is located in an isolated part of the province. A community radio station could be created with the help of the school, using the A.G.T. tower or cable television facilities. This station could broadcast programs in Polish or French, the languages of newcomers to the community, as well as in English.

267. **Pre-Schoolers Attend School** (Ashmont Community School) — Every Friday afternoon, parents can bring their pre-school children to school for fun and games in the gym or the E.C.S. room. The local advisory committee has organized this open registration playschool to make more extensive use of school equipment and facilities. As well, this program helps to foster good feelings towards the school in both parents and children.

LINKAGE, June, 1983

268. **Art Shows** (Rosebrier Community School) — An annual arts and crafts show is hosted cooperatively by Rosebrier Community School and the Rosebrier Crafts and Community Centre. Two-dimensional and three-dimensional art is put on display for the public to view. The school and community centre also participate in hosting selected art works through the Alberta Art Foundation. Paintings and other works of art done by artists from various places in Alberta or Canada are displayed. This program brings the work of high-quality artists into the school for students and parents to view and appreciate.

LINKAGE, September, 1983

269. **Trial Teen Conference** (Dr. G.M. Egbert Community School and Coutts Community School) — Last April, 62 teenagers from Calgary and area attended a trial conference at Dr. Egbert Community School; the main conference will be held in October. The purpose of the trial affair was to obtain feedback from teens regarding their interests and the type of programs they would like to attend in October. Five community agencies were involved in the sessions. For example, AADAC held a session called "Booze, Sex and Drugs", while the police held one called "Self Defense". There were also seminars on suicide, how to handle parents, and one entitled "Looking For Love In All The Wrong Faces".

After the conference, teens were asked to evaluate the material in regard to content, interest value, and method. They were also asked what kinds of discussions they would like added. Surprisingly, the responses indicated a demand for a session on divorce. Information gathered from this evaluation will be used to plan programs offering advice and help to teens.

The following, taken from the "Coutts Chronicle" newsletter, is a first-hand account from eight teenagers from Coutts Community School who attended the trial conference:

> On Friday, April 15, eight students from Coutts Community school travelled to Calgary to attend a teen conference at Dr. G.M. Egbert Community School. We all registered and decided on what course we wanted to take.
>
> The whole group started with "Booze and Drugs.' Some of the students found the course boring as the instructor told us things we already knew. We were quite disappointed because we wanted to know the effects of using drugs.
>
> In the afternoon we all split into different courses. Some of us attended the course on "How to Handle Your Parents". We found this course more interesting because the stu-

dents had more say. The instructor listened to what the kids had to say and summarized it all. The instructor said one way to talk to our parents is by starting out nicely and hinting at what you want.

Other students attended a course called "Looking For Love In All The Wrong Faces". This was very good because there was much involvement by everyone; we were not just lectured to. We had various activities to do, such as moving around the room talking to different people and walking around as if we were in a very crowded room. This was more fun than just sitting and listening to a lecture. The course talked about how to meet people, ways of starting a conversation, and getting over nervousness. All of the kids were really easy to talk to and it really showed us how easy it is to talk to a stranger.

Another course was "Self Defence". In this course we found out how to defend ourselves against weird people. The course was a big lecture on how to prevent people chasing you. A policeman showed us a few moves to defend ourselves and what to do if you see something suspicious happening.

LINKAGE, November, 1983

270. **"Health" Yourself** (Banff Community School) — Having read about the successful health fair held in Fort McMurray, Banff Community School decided to plan a similar fair for Banff. The flexibility grant was used for this project.

The fair was considered an immense success as approximately 600 participants "healthed" themselves to demonstrations, films, lectures, and screenings offered by 30 different exhibitors, both local and provincial. Entertainment was provided by the Banff Gym Club and High Energy, a local fitness group. Although time-consuming to organize, the health fair was an effective way of integrating local agencies and creating a greater awareness of the potential function of the school in the community.

PRINCIPAL TEACHERS' LETTER, May, 1984

271. **Fun In The Sun** (St. Mary's Community School) — Last summer, Fun In The Sun completed its second year of operation. Fun In The Sun is a summer program made possible through the cooperation of the Federal Government, St. Mary's Community School, City of Calgary Parks and Recreation, Ramsay Community Association, and Colonel Walker, Connaught, and Victoria Community Schools. The goal of the program is to meet the recreational and cultural needs of Calgary's inner city children between the ages of six and 12. Two week sessions run at three different locations throughout July and August. Each session has a minimal fee of $13 per child.

Children registered in the Fun In The Sun program experience a variety of sunshine activities and excursions. A few exciting events include: body painting, wet water sliding, spectacular game fests, wild western camp-outs, and visits to the new wave pool.

272. **Community Collaborators** (Sherwood Community School) — Municipal budget cuts created a need for a community-based group to oversee children's and family programming. They call themselves the Community Collaborators. These people work closely with City Parks and Recreation, the community association, and Sherwood Community School to be part of the whole programming process from investigating needs and obtaining funding to instructing some courses themselves.

273. **Joint Community School News Column** (Father Patrick Mercredi Community High School) — At the beginning of each month, the four community school coordinators in Fort McMurray get together to compile their column for the local paper. The column highlights important events taking place at each community school during the month. A community school characteristic is briefly mentioned each month to increase public awareness regarding community schools. The community school coordinators take turns writing the column.

274. **Rotary International Conference** (Banff Community School) — From May 17-20, 1983, 17 members of the Grade 12 class took part in a unique, international exchange conference in their own home town. The local Rotary Club decided that it wanted to host a conference for 20 international students who were on an exchange program visiting various parts of Alberta.

Interaction between local and international students was maximized by an informative program devel-

oped in conjunction with high school staff and students. Over the course of three days, students discussed a wide range of topics from an international perspective touching on cultural differences, sports, music, and environmental issues. There was time scheduled for socializing, skiing, and touring.

The highlight of the conference was the final reception held at the Banff Springs Hotel with Rotary Club members, staff, and students. It was an evening of spontaneous entertainment from Finland, Australia, New Zealand, West Germany, Brazil, and Canada that served to create a close bond amongst all students.

The conference was so successful it is being run again this year and will be taken on by the provincial branch of the Rotary Club and will continue on an annual basis.

275. **Shopping Centre Sponsors Newspaper** (M.E. LaZerte Community High School) — One year ago, a casual word from the advisory council on the cost of newsletters resulted in a new venture for local schools and a local shopping centre's public relations department. The shopping centre newspaper circulates 70,000 copies eight times yearly and prints news from schools and community leagues. Each school and community group is responsible for providing copy and photographs; the shopping centre pays the cost. It has proven to be a very successful, collaborative effort. Community information is spread more readily, and in an interesting format not otherwise affordable.

276. **Community Recognition Night** (G.H. Dawe Community School) — During Education Week, Dawe Community School pauses to thank groups and individuals who have combined to make "The Center" an exciting place. It is called Recognition Night. When a choir of over 400 voices says thanks, one can feel the impact. From the master of ceremony to the singers, it is 100% student conducted. All groups who made education meaningful and worthwhile are recognized: parents, RCMP, merchants, teachers, businessmen, health officials, lunch mothers, and students. As each group is recognized and thanked, a rose is placed in a vase. At the end, a bouquet of some 20 roses is presented to a senior citizen from the local senior citizens lodge.

277. **Community Registration Fair** (Nicholas Sheran Community School) — Last fall, a community registration fair was held at Nicholas Sheran Community School. The fair was organized to enable community groups and organizations to display information regarding their services and to register participants for their fall and winter programs.

The fair included non-profit organizations which regularly book time or offer programming services in the school and community. Brownies, Guides, Scouts, Cubs, Beavers, the Y.M.C.A., Lethbridge Community College, St. John's Ambulance, and displays of adult classes offered by the community school (craft classes, painting classes, sewing lessons, etc.) were available on that day. It took place on a Saturday in the school gymnasium. The day was an opportunity for community groups to become more visible and for citizens to register in programs of their choice.

278. **Student Job Center** (New Sarepta Community High School) — In the spring of 1983, the idea of using the school as a student employment center was generated and advertised in the regular newsletter. Students looking for work on a regular or temporary basis register with the office. Employers call the community school coordinator or secretary to request employees. Types of jobs offered include: painting, rock-picking, gardening, farming, babysitting, care of animals, and so on. Students who are serious about earning money do well in this project. They gain valuable experience both on the job and in relationships with adults. Hopefully, the project will serve both students and community well in the coming year.

279. **AADAC Student Conference** (New Sarepta Community High School) — Early last fall, a group of New Sarepta students, aged 14 to 16, began a unique experience in interagency cooperation. It was indeed a privilege to be asked to help AADAC personnel develop a student conference which took place at the Chateau Lacombe in March, 1983. Along with Edmonton students from M.E. LaZerte, Edith Rogers, and Archbishop Jordan High School, the student advisory group helped plan the conference and also played a specific role during the two days.

Students met frequently with AADAC contact person, Gordon Ronning, to generate ideas which would shape the conference: topics for sessions, guest speakers, music, food, and so on. In addition, they assumed responsibility for hospitality at

the conference by arranging mixer activities for student delegates and accommodating those who appeared uncomfortable in strange surroundings.

The entire project created many invaluable experiences for students involved in the planning, but perhaps most importantly, they realized that their contributions were vital to its success. New Sarepta students are anticipating future involvement with AADAC.

280. **Community Corner** (Good Shepherd Community School) — In March, 1983, the director of Aid Services (a division of Family and Community Support Services) set up a "community corner" in the foyer of Good Shepherd Community School. Aid Services is a central information agency which provides up-to-date information on clubs, organizations, agencies, community activities, and services available in the city.

The "community corner" is designed to act as an information centre for the community. The material consists of pamphlets on topics ranging from parenting to courses offered at Keyano Community College, a babysitting directory, transit information, and much more. It has already been well utilized, and the pamphlet rack has been restocked several times. Volunteers man the information centre two evenings a week and act as resource persons by providing further information for visitors. It is hoped that community members will become even more familiar with the centre and drop in to pick up information they need.

LINKAGE, June, 1984

281. **Subscriber Groups Host Ethnic Fair** (Sacred Heart Community School) — Various cultural groups using Sacred Heart Community School in the evenings decided at a subscriber's meeting last year to host an ethnic fair. The groups use the school on different nights and do not have much contact with each other. Five of them gathered on a Sunday afternoon in May to dance and sing for each other. This was followed by a buffet with ethnic dishes prepared by the groups. Such events promote a better understanding among community cultural groups and ease relations between subscriber groups and the school.

PRINCIPAL TEACHERS' LETTER, October, 1984

282. **Community School Council** (Bertha Kennedy Community School) — In the fall of 1983, Bertha Kennedy Community School and W.D. Cuts Community School began plans for a community council. Both schools are located in Lacombe Park in St. Albert. The objective of the council is to work together with community groups to provide Lacombe Park area with information and programs. The council consists of members from both schools including parent, student, and community representatives. Three general meetings were held to determine the philosophy, objectives, and operation of the council.

The Lacombe Park Community Council will be in full operation in September, 1984. Five projects have been determined, and the council will work in conjunction with both schools. The projects are primarily concerned with filling expressed needs in the Lacombe Park area such as neighbourhood clean-up, safety, and health programs.

283. **Community School Assigned as District Reporter** (Ashmont Community School) — When a district reporter was sought for the St. Paul newspaper, Ashmont Community School was selected since it is the focal point of activities in Ashmont. Articles from the school newsletter are often sent in for publication. Photos and write-ups are done by any staff member who attends school or community functions. Proceeds from shared reporting jobs go into a fund for special events.

284. **Shared Counselling Services** (Ecole Communautaire Routhier) — The local school board and Family and Community Support Services (F.C.S.S.) for the region have embarked on a program whereby the services and cost of a counsellor are shared between the school and F.C.S.S. Without interagency cooperation and the sharing of resources, this project would not have been possible. Although the counselling office is situated in the school, the counsellor works not only with students but with parents and community groups in an effort to meet the needs of everyone.

PRINCIPAL TEACHERS' LETTER, January, 1985

285. **Summer Youth Program** (Eastview Community School) — To look after the need for programs for the 12 to 15 age group, Eastview hired two summer youth workers to plan and develop program ideas. The activities were scheduled into three week blocks of time throughout the summer months, and students signed up for three weeks, one week, or individual days. The types of offer-

ings were: cycle tours, camping, backpacking, bus trips, crafts, canoeing, horseback riding, nature trails, sketching, pottery, and ceramics. The programs were designed to appeal to both boys and girls.

A small registration fee was set to cover administrative costs, and for those activities where there was an admission charge, each participant was responsible for their own expenses. The feedback was very positive; those who participated had a great time.

EDUCATION TODAY, February, 1985

286. **Teens Plan a Summer Holiday** (Madonna Community School) — The school first schedules a meeting for any teens interested in planning their own summer holiday trip. Specific dates for the trip and the required supervision ratio are decided by supervisors, but the teens decide everything else themselves. Location, activities, equipment, food, and cost — the teens plan it all. Activities may turn out to be backpacking, cycling, camping, or sightseeing, but whatever they are, the teens are sure to have a wonderful time because they will have planned everything themselves. Also, with teens planning the program, there is enough flexibility to include some fund-raising activities to help cover costs.

287. **Community Day** (G.H. Dawe Community School) — The Dawe Advisory Council's Community Life/Health and Social Services Sub-committee spent considerable time planning the first ever Community Day which was held on a Sunday in March, 1984. Community Day, which was attended by approximately 1,000 persons, had three main features: agency awareness, ethnic foods, and cultural entertainment. Over 30 local agencies set up information booths in the gymnasium — everything from United Way to Alzheimer's Disease. Seven local cultural groups provided continuous entertainment in the centre's multi-purpose room. Some groups also served samples of ethnic foods. The event was so successful that it will be held in the Dawe Arena next year in order to accommodate the large crowd expected.

288. **Katimavik** (Norwood Community School) — Both Norwood Community School and Norwood community benefited greatly from the help of Katimavik volunteers during the 1983/84 school year. In a joint venture between agencies, the community saw many projects completed that would otherwise never have been accomplished: the community league hall was renovated; the school and the child care centre received additional help that made for a year of tremendous energy directed towards the children; and an institution for the elderly received additional help.

Apart from all the help received in the nine months duration of the projects, there was a significant increase in closeness between community members. Much support was received from volunteers and members of the community and agencies. The meetings and socials helped community members and volunteers become better friends and neighbours, and agencies felt stronger comradeship. Any community can apply for a Katimavik project.

289. **Community Newspaper-Interagency Cooperation** (Sacred Heart Community School) — Very few people in the inner city communities of Boyle Street/McCauley receive a daily newspaper. The area has a high proportion of new Canadians, senior citizens, and transients. The community school coordinator at Sacred Heart Community School worked with the McCauley Community League to obtain a federal grant to operate a newspaper to inform people of what is happening in their community. After a year the funding ended, but the 28 agencies in the area pitched in together to keep the paper going. The Boyle Street/McCauley News, now in its third year, is alive and well. It is a fine example of interagency cooperation people working together to meet the needs of the residents.

EDUCATION TODAY, June, 1985

290. **School Newsletter** (Southview Community School) — The Southview Community School Newsletter is no longer edited by the coordinator. This responsibility has been taken over by the community council communications officer. She is responsible for delegating staff, students, and other community members for submissions. Regular features include: Feature a Teacher, and Student of the Week, plus further education courses, field trips, special speaker reports, community and school events, and meeting dates.

A different agency or service is featured each month, for example: Alberta Mental Health, Partial Hospitalization Program, Services for the Handicapped, and the Employment Opportunity Pro-

gram. The community benefits from this general information sharing and awareness program; being familiar with the "helping" agencies before problems occur or develop decreases the stress of a traumatic situation.

291. **Christmas Express and Workshop Company** (Eastview Community School) — December 1, 1984, was a special day at Eastview Community School, marking a first attempt at a project of this magnitude. The project was co-sponsored with the City Recreation Department. Eastview was responsible for the arts and crafts sales portion of the program, and the Cultural Division was in charge of the hands-on workshops run throughout the day.

For the arts and crafts sale, invitations were extended to local artists, crafts persons, and hobbyists to sell their wares. A maximum of 30 tables were set up to be rented out by vendors for $10 each, and these were rented out well in advance of the sale, all profits from the sale going directly to the vendors. The sale was held in the school's gymnasium, in the center of which a large stage was erected. Throughout the day, visitors were entertained by local groups: the Irish-Canadian Dancers, Wild Rose Harmonizers, Red Deer Boys' Choir, and the LDS Music Machine. This entertainment added something special to the event.

There were workshops for both children and adults: Appearance Plus, Cinnamon Stick Crafts, Christmas Angels, Sweet Christmas Treats, Trivets Woodworking, Gift Wrapping, Children's Christmas Goodies, and Wheat Weaving. The children's programs were very well subscribed. In addition, the movie Snow White was shown and was viewed by more than 300 children.

Yes, indeed, Eastview Community School was a beehive of activity on that day. The feedback was extremely positive, and the school looks forward to making this an annual event.

PRINCIPAL TEACHERS' LETTER, January, 1986

292. **Halloween Safety Patrol** (Father M. Beauregard Community School) — The community issue of safety at Halloween was explored by the Abasand Heights Community Advisory Council during early fall, 1985. The council decided to work in conjunction with the local R.C.M.P. to help protect little Halloweeners by setting up additional patrols made up of community members. This was very well received by the community in general and is expected to become an annual practice.

293. **Child Abuse Awareness Program** (G.H. Dawe Community School) — A first for schools in Red Deer was the implementation of a Child Abuse Awareness program for Grade 8 and 9 students at Dawe and St. Patrick's Community Schools. The program, which required parental permission, involved showing a film and a discussion period presented by members of the Red Deer Family Resource Team.

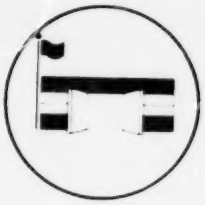
294. **Pre-School Practicum** (Alex Taylor Community School) — The Alex Taylor Playgroup operates through the cooperation of Grant MacEwan Community College. Second year early childhood students conduct the program as part of their practicum. While mothers are given the opportunity to leave their children at the school for a few hours each week, children are given a positive learning experience through cooperative play. The mothers are given free hours to shop, attend a class, visit the library, or just sit with their feet up.

295. **Craft Centre Open House** (Rosebrier Community School) — The further education program at Rosebrier is run by the Rosebrier Craft Centre Executive while the school provides housing, facilities, and the liaison component. Each spring, the craft centre presents an extensive display of arts and crafts in the school and neighbouring craft house (formerly a teacherage) as an open house from 5 p.m.- 9 p.m. in the evening. Student ceramics and art are also on display. The open house provides an opportunity for the community to distribute further education class evaluation questionnaires and also to encourage community members to sign up for possible courses to be offered in the fall. Refreshments are served all evening.

296. **Community Computer Project** (St. Catherine Community School) — Residents of Queen Mary Park community helped St. Catherine Community School raise money for computers through chocolate bar sales and a spellathon. Such fund-raising has allowed the school to purchase several computers. In the past, Queen Mary Park Community League has used the school computers to keep a membership list, community contact list, and all other records applicable to the community league. The community league has also offered several computer courses, both evenings and weekends, for community members.

7. FACILITY ADAPTATION

School facilities may be designed or modified with effective teacher and community involvement so that, ideally, the entire structure is designed to facilitate community use as well as to accommodate community education activities.



8. COMMUNITY USE

The school facility is available for community, educational, recreational, cultural and social use on an extended time basis daily and yearly. Community activities might be scheduled at any time during each operational day.

LINKAGE, November, 1982

297. **Community Room** (Norwood Community School) — The community room at Norwood Community School serves many functions. The kitchen is used extensively by the student-run nutrition program. The washer and dryer are used by new families, the nutrition program people, or other people to wash painted shirts and muddy clothes. The information centre is located in the community room, as well. To further promote its use as a viable drop-in centre, the community school coordinator has transferred her office to the community room.

298. **Weekend Community Supervisor** (M.E. LaZerte Community High School) -- M.E. LaZerte Community High School is a large building with a high level of community use on weekends. Because too great a demand was being placed on the custodial staff, the need arose to hire a weekend community use supervisor. It was decided that a recreational administration student would be an ideal candidate for the position of weekend host. The school advertised at the University of Alberta for a student who had taken courses in crowd control and facility management and was looking for a part-time job that would also be a career opportunity.

299. **Puppet and Slides Explain Programs** (St. Mary's Community School) — "Be In It" is the name of the slide presentation used by St. Mary's to explain community school concepts. The presentation tells about programs, facilities, and opportunities available at the community school. So far, teachers, students, local community agencies, and junior high feeder schools have all viewed "Be In It". For younger children, a puppet called Irvine is used to explain community school concepts.

300. **Students Suggest Facility Adaptation** (New Sarepta Community High School) — Explain to

each class what a community school is. Give each child a card and pencil and have the class tour the school suggesting ways the school might be made a better place in which to be. Have each class carry out a project aimed at making the school nicer to be in for all the community. Award the "principal's shield" to the most inventive class, and have honourable mentions, as well.

301. **Playground to Tennis Court** (St. Mary's Community School) — The number of parks and recreational areas is inadequate for the high density, inner-city community surrounding St. Mary's Community School. To correct this shortage, the elementary school has painted tennis court lines on the small, asphalt playground. With the installment of removable posts and nets, this area can be converted to tennis courts for evening, weekend, and summer use. The extra courts are used often and appreciated by many apartment dwellers in the neighbourhood.

302. **Entrance Adaptation by Students** (New Sarepta Community High School) — Students have made contributions to the improvement of the entrance area at New Sarepta Community High School. Each art student drew a poster-sized welcome sign which indicates that visitors will be personally greeted and provided with information at the office. The artist's name is visible on each sign. A mounting rack and storage area have been constructed so that the signs can be changed daily.

Drafting students have drawn large directional plans for the school. The plans are stored in a specially made rack and are changed periodically. The plans indicate clearly the locations of the office, library, gymnasium, and other key community use rooms. Woodworking students have build an outdoor sign to advertise major events happening each week. Home economics students have worked on interior decorating designs to plan an attractive entrance area which makes provisions for people of all ages. The designs include places to sit while waiting for a ride home or taking off outer footwear. Included also are displays of art, plants, and an information board.

303. **Walls Alive with Murals** (Hillhurst/Sunnyside Community Schools) — The walls in this school are alive with colourful murals painted by the children under the guidance of workers from Co-Design Limited. Co-Design is a Calgary art company which works with children to develop themes and ideas for murals to be painted on walls at schools or community centres. The workers are mostly volunteer students from the Alberta College of Art.

304. **Students Construct School Equipment** (Victoria Community School) — Students at Victoria Community School have constructed furnishings and equipment for school and community use. Included in their projects are stampede parking signs and stair-step platforms for drinking fountains. To increase public awareness, the school name "Victoria Community School", has been printed on four wooden signs, and these signs have been attached to the frost fences all around the school.

305. **Colour-Coded Labelling Greets Visitors** (M.E. LaZerte Community High School) — A colour-coded labelling system has been developed to help visitors find their way around M.E. LaZerte's windowless building. Each classroom door is painted with a colour related to a subject area. Colour-coded maps are also posted at strategic places throughout the school. In addition, large-scale decorative wooden maps of the school are mounted at central locations. Happy navigating to all visitors at M.E. LaZerte.

306. **Multi-Lingual Welcome Signs** (Norwood Community School) — Many immigrants and native people live in the neighbourhood surrounding Norwood Community School. Often these people feel shy and uneasy about visiting the school. To help overcome these fears, teachers at Norwood asked all E.S.L. students to make welcome signs in their own language and display them in the main hallway by the entrance.

307. **Travelling Information Centre** (Father M. Beauregard Community School) — How do you make your community information centre more accessible to members of the community? Father M. Beauregard Community School solved this problem by building a "travelling" bulletin board on wheels. Pockets have been specially designed on the bulletin board to display pamphlets and make them highly visible. Every evening, the bulletin is wheeled to a location where the greatest number of people will see it.

LINKAGE, June, 1983

308. **Mini-Museum** (Rosebrier Community School) — To instill a sense of pride in the historical roots of the district, a photocopy of Rosebrier's original

Order in Council, signed by the North West Territorial Council, will be obtained this year and framed for display.Using wood salvaged from the original one-room school, a sign will be made identifying Rosebrier's status as a community school. Artifacts from some of the feeder schools will also be obtained and displayed in a mini-museum in the school.

309. **School Family Tree in Main Hallway** (St. Patrick Community School) — St. Patrick Community School in Grande Prairie decided to design a school "family tree" to adorn their front entrance. The banyan tree was chosen because it is symbolic of many ideals including self-reliance, longevity, and continuing growth. In fact, in some countries the tree is used as a gathering place.

The banyan spreads out for hundreds of feet beyond the main trunk. The branches develop hanging roots that grow down to the ground and start new trunks. In time, young banyan trees replace the original trunk. The main trunk represents the community school as the central meeting place. The branches represent people involved in events, activities, and programs who, in time, sprout their own roots and become self-sufficient.

The banyan was transformed into their own school "family tree" by glueing 2400 feet of jute onto a wall near the main entrance. Each family in the community designed a quilted leaf with their family name on it and hung it on the jute tree. The resulting creation is a highly colored, unique, and beautiful work of art that is rich in meaning for the entire St. Patrick community.

LINKAGE, February, 1984

310. **Principal "Gets Plastered"** (Muir Lake Community School) — Grade 6 enrichment students at Muir Lake Community School have been working on a project that should be of interest to all principals — they have been "plastering" theirs. A very patient Mrs. Walsh has posed for a number of sessions while students wrapped plaster pieces around her. Once completed, the legs, arms, body, and head were assembled, painted, and positioned at the front entrance of the school as a welcome to all visitors. How's that for facility adaptation!

LINKAGE, June, 1984

311. **Public Bulletin Board** (St. Timothy Community School) — As you walk in the main doors of St. Timothy Community School, a community school bulletin board catches the eye of visitors with its bright orange (one of the school's colors) subtitles. The double bulletin board has been sectioned off into areas of public interest: further education, career services, parks and recreation, school events, community events, parish events, and general interest. At a glance, school and community members can find out what's happening.

312. **Community School Host** (Eastview Community School) — A person is employed to act as host and after-hour supervisor to greet all visitors who enter the school. This person is visibly located in the front lobby to direct people to various programs. The community school host acts as an evening or weekend supervisor and arranges necessary equipment for instructors. This person is a valuable first contact person and establishes an important public relations role with visitors. The host is available at least one half-hour before and after programs start to ensure that people feel welcome and know where their class is located.

PRINCIPAL TEACHERS' LETTER, October, 1984

313. **School Art Gallery** (A.B. Daley Community School) — A community art gallery in the school is giving the school an increased sense of community ownership and identity. Members of the gallery's art club receive continued instruction from Alberta College of Art instructors and hang their high quality paintings in the hallways of the school. Since this school art gallery started, numerous private artists in Nanton have also displayed their works here.

The benefits are many and mutual. First, the art club has a spot for a "public hanging" of their photos, thereby literally increasing their sales of pictures. Second, the otherwise boring school walls are adorned with high quality paintings. Third, the school division has sufficient insurance to cover all paintings against theft and destruction. Fourth, several artists have donated pictures to the school geared to elementary school audiences. Lastly, both parents and children comment on how the pictures inspire them and add to the overall appearance of the school.

PRINCIPAL TEACHERS' LETTER, January, 1986

314. **Hallway Murals** (Grande Cache Community High School) — For two years, the Community

Palette Pals worked with the high school art program. As well as providing painting displays for the hallways, the Palette Pals worked with art students on three mural productions. The first was an indoor mural of a grizzly bear near a stream. The second was an outdoor mural of a group of bighorn sheep. The third was an outdoor mural with "Welcome" written in eight different languages. The volunteers of the Palette Pals have not only greatly enhanced the school's art program but have made the school more attractive and inviting for everyone in Grande Cache.

315. **Community School Playground** (Nicholas Sheran Community School) — When Nicholas Sheran students returned to school after Easter Break, 1984, they had a wonderful surprise — the community playground was complete. During the previous six months, a playground committee which included parents, teachers, and children had been working towards raising the $15,000 necessary for the playground to be constructed. The money was raised through a service club donation and school fund-raising projects. The playground committee deserve a great deal of credit for seeing it completely erected five months ahead of schedule.

316. **Renovation Cooperation** (Rosebrier Community School) — When a renovation program was submitted and approved for Rosebrier Community School, the advisory council became immediately interested in the concept of facility adaptation for a better community school. A committee met regularly with the principal, staff, superintendent, and architect to review blueprints and amend proposed plans. The working cooperation was excellent. The renovation included space for computers in the library, an expanded kitchen, a music room which will also be used for private music lessons, and a new craft centre for both further education and student use. Since its official opening in October, 1985, the new facility has been greatly appreciated by staff, students, and community alike.

IDCSC, August, 1986

317. **Furniture Map** (IDCSC) — As part of a specified routine for clean-up, community users can be asked to utilize a furniture map posted on the wall that guides them in putting furniture back where they initially found it. Each piece of furniture in the room can be keyed with a number corresponding to a number on the furniture map.

318. **The Gold Key Society** (IDCSC) — The community use supervisor of the community school can develop a short course (30-60 minutes) on videotape for people who supervise community functions. The course would highlight responsiblities of community users, for example: returning furniture to its original location, availability of coffee and telephones, location of AV equipment and washrooms, etc. People who have taken this short course receive a card with a gold key printed on it. As members of the Gold Key Society, they are qualified to be a community use supervisor in the school for selected activities.

9. COMMUNITY ISSUES

The school, by policy, encourages a study of problems and issues of significance to the community, often in cooperation with other agencies and organizations in the community.

LINKAGE, May, 1982

319. **Used Clothing Depot and Toy Library** (Victoria Community School) — A team of parent volunteers decided to open a free clothing centre for the community. Between September 1981 and March 1982, the centre, located at Victoria Community School had a total of 5,562 city-wide visitors. The daily statistics were recorded by a parent volunteer. Clothes were donated by the Salvation Army and some stores. This was a great opportunity for underprivileged families. Another program operating at the school is a toy-lending library. This program was introduced by parent volunteers and is carefully monitored to ensure toys are returned before any more are signed out. The toys are signed out for one week at a time, and a five-cent charge is put on overdue toys.

LINKAGE, October, 1982

320. **T.V. Guidelines Handbook** (Madonna Community School) — Many people in society are concerned about the negative impact of television on the lives of children. Parents and teachers at Madonna intend to form a committee to deal with this issue. Family and Community Services will be asked to provide a person to speak to parents on television awareness. Following this action, the committee plans to compile a handbook on programs that are beneficial to children. This T.V. guide could than take its place beside the regular newspaper T.V. guide and could be used by parents to monitor their children's television watching.

LINKAGE, December, 1982

321. **Christmas Shopping Trip** (Ashmont Community School) — The staff at Ashmont Community School realized that many of the senior citizens in their small town did not have a car, or else were unable to drive. For this reason, a Christmas shopping trip to St. Paul is organized annually so that elderly people can spend a day visiting friends and buying Christmas presents.

LINKAGE, February, 1983

322. **Clean-up Contest** (Grande Cache Community High School) — The student union executive at Grande Cache plans to challenge the Chamber of Commerce in a contest to see which group can fill the greatest number of garbage bags with litter. The contest will have specific time and geographical limits. Home-room classes will be assigned to clean up specific areas of Grande Cache during the campaign. Students will be asked to suggest future projects as part of their evaluation of the clean-up project.

323. **Pine Cone Picking Contest** (Menno-Simons Community School) — Last year, junior high students at Menno-Simons picked hundreds of pine cones for Canfor's re-forestation project. Their efforts involved them in the worthwhile fight to halt the depletion of Canada's forests. The money they raised was used for graduation activities and field trips.

LINKAGE, April, 1983

324. **Community Participation** (Suggestion from a Community School Friend) — By immersing themselves in a wide variety of community service projects, students learn more about themselves and others. Together they plan a schedule for the year.

During November and December, students decide which underprivileged group they want to help at Christmas and spend two months on fund-raising activities such as making and selling crafts. Proceeds go towards such things as radio equipment for the blind or the adoption of needy families. During January, students can become involved by studying local government and how it applies at the community level. Names of local officials can be

learned and their assistance can then be requested at community functions. During February and March, students can turn to special projects to help the school, community, or specific groups. They can work with specific charities, for example, to plan activities for fund-raising. April and May can be spent in evaluation, discussions of careers, and participation in additional community service projects.

LINKAGE, May, 1983

325. **Used Clothing Depot** (Alex Taylor Community School) — The used clothing depot at Alex Taylor provides shoes, winter coats, and dresses for many adults and children in this inner city area who would not otherwise be able to dress themselves adequately or suitably. The school reports that between 10 and 30 people visit the depot every day.

326. **Child Abuse Workshop** (Hillside Community School) — A child abuse and foster parent workshop was held at Hillside in co-operation with Social Services and Community Health. This well-attended workshop consisted of two evening sessions and served to create awareness and provide much needed information about these social problems. The following topics were dealt with during the workshop: the definition of neglect and abuse, methods of referral, agency investigation procedures, court procedures, responsibilities of citizens, how to become a foster parent, and how foster children are placed.

327. **Babysitting Swap** (Madonna Community School) — The plight of being a 24-hour-a-day mother was of real concern to the staff of Madonna. To aid in solving this problem, it was suggested that the school establish a babysitting swap system in which mothers provided relief and help to one another.

The school could match groups of six mothers who had approximately the same number of children in the same age group. Each mother in the swap group could be given 20 tokens; one token would represent 30 minutes of babysitting. Whenever a mother's token supply got low, she would know it was time to relieve another mother by offering to babysit for several hours.

Here are two slogans that could be used to promote the babysitting swap:"Everyday is Mother's Day" or "I'm a Mother — I deserve a break today!".

LINKAGE, June, 1983

328. **Brainwriting Session** (New Sarepta Community High School) — In October and March, invite all service agencies and clubs to an evening meeting. The discussion topic can be "What does our community really need to be a better place in which to live?".

Have students from a social studies class attend as a class project. Place people into small groups of five or six to brainwrite on the topic. Ask them to put community needs in order of priority and to agree on the top five. Next, have them brainwrite on "What specific things can we do to meet these needs, who should do it, and when?".

The social studies students might plan the evening. They can provide food, coffee, juice, name tags — whatever is necessary to make it a good session. Plan a meeting in April to evaluate how well community needs were met.

LINKAGE, March, 1984

329. **Children's Conference** (Nicholas Sheran Community School) — A full day seminar is held for children to discuss community and school concerns. Last year, the seminar involved children in sessions relating to respect and manners. Students were divided into small cross-graded groups and attended each session. Volunteers assisted teachers with the session and helped with the refreshment break.

Displays by Lethbridge City Police, Jaycees, Parent's Place, Dimensions for Living, as well as displays on the Alberta health curriculum were set up in the gym to promote the concept of sharing and caring. Topics of the sessions included: home manners, school manners, vandalism, values, getting along with teachers, and responsibility.

Both students and teachers were involved in the planning and organization of the conference. Student response was very enthusiastic. One little fellow even announced it was "the best day in his whole life". A similar children's conference will be held annually at the school.

330. **Students Research "Places for Kids"** (Muir Lake Community School) — Two students from Muir Lake Community School have provided a valuable service to local children. With the help of their enrichment teacher, these Grade 6 students

have published a handbook outlining "Places for Kids" in the local area.

Through interviews with Town and Chamber of Commerce staff, telephone enquiries, and talks with other children, the students gathered information on hours and costs at local recreation facilities, information on hills to climb, places to ride bikes or sail paper boats, and much more. This booklet is very useful for children to find things to do during summer months. Such a booklet could well be written by teenagers in junior or senior high school, as boredom is often a problem for this age group.

331. **Interviews with Local People** (St. Paul Community High School) — The thought of sending 100 students into a community to interview local people can be terrifying, but St. Paul Community High School has proven that it is possible to be very successful.

Social Studies 10 and 20 students chose topics of interest which affect the community, province, country, and world. Students researched their topic, developed questions for the interviews, made appointments, conducted the interviews, analyzed responses, and reported to their classmates information they had gathered. Approximately 85 resource people were interviewed. Initial contacts were made by the community school coordinator to request permission. Topics included: Mother Teresa, hospital user fees, capital punishment and parole, fetal alcohol syndrome, compulsory exams, Poland, nuclear disarmament, prison reform, the Crow Rate, and the future of farming.

The assignment proved to be a complete success with all resource people commenting that they were pleased to be asked to participate and thoroughly enjoyed the interviews. Members of the school board were among those asked to participate in interviews. Students gained a lot of knowledge about the topic they chose, but more importantly, they learned that adults are human, too. Students also learned that learning takes place in many areas besides the classroom — you just have to ask questions. All resource people were presented with a certificate of participation in appreciation of their time, effort, and involvement.

332. **Community Option Course** (Good Shepherd Community School) — "A Study of the Community — Its Facilities, Services, and Problems" is a teacher initiated and developed, Grade 7 option course that aims to make students more educated about local community services, facilities, and problems.

Because there are no prescribed texts for this course, local community resources are fully utilized. Resource people from the Youth Assessment Centre, AADAC, Social Services, Alberta Consumer and Corporate Affairs, and the Cerebral Palsy Association are some of the agency representatives invited to make classroom presentations on topics such as: drug and alcohol abuse, child abuse, teenage delinquency, advertising, consumerism, and disabilities. Other local agencies such as the Cancer Society provide valuable audio-visual material. The supermarkets assist students in conducting comparative shopping surveys. This option course ran for two semesters in 1982/83 and 1983/84.

333. **Unemployment, Stress, and Families** (Kameyosek Community School) — The Kameyosek Community School Advisory Council identified stress caused in families by unemployment as a major community issue. Various approaches were discussed, and a sub-committee was struck to research and develop an approach. Some objectives were: to help families identify concerns and make personal contact with the appropriate agency or group; to help family members identify and discuss how family relationships have changed; and to help identify positive potentials of unemployment.

An evening seminar began with a brief speech from the director of the Alberta Career Center on how looking for a job is a job in itself. Catalyst Theatre provided an hour of improvisational drama. Afterwards, while children were off creating their own drama with Catalyst actors, adults discussed unemployment over coffee with further education administrators and government employment representatives.

The event was advertised with door to door flyers and by teachers discussing the topic in classrooms. Teachers found the evening very enlightening and educational. Community families and individuals were reassured to find out they are not alone. But more importantly, they learned how to get information on further education, unemployment insurance, job search techniques, and stress in the family.

334. **Social Responsibility Class** (St. Patrick's Community School at Dawe Centre) — The social

responsibility class provides students with the opportunity to examine current social problems of immediate concern to them. Students examine relationships with their peer group, family, and society. They also examine their responsibility to community and school. During the activity segment of the course, students collect data on such in-school problems as: vandalism, alienation, juvenile deliquency, drugs, and alcohol. After data is generated, students are encouraged to develop solutions and actively work with other students encountering these problems. As well, they work with teens having a difficult time adjusting to the school environment.

EDUCATION TODAY, October, 1985

335. **Community Debate — "Should Willmore Park Be Developed?"** (Grande Cache Community High School) — As part of Education Week, a community issue forum was held. The topic was whether or not motorized vehicles should be allowed into Willmore Wilderness Park, an issue hotly debated in Grande Cache.

The forum itself was organized and run by the Biology 30 class. A total of three panels participated, one in favour of development, one against, and a panel of experts who commented on the arguments presented. The first two panels were composed of three community members and two students; the panel experts included five community members representing various agencies in town.

To prepare debators for the forum, a general slide/discussion presentation was given before the forum, which was open to the public. The slides gave a general impression of what Willmore Park was like. The forum itself was held in May, 1983, and turned out to be quite successful with about 65 people in attendance. After the initial presentation, there was a 45-minute question period that proved to be quite thought-provoking. The school received a number of positive comments indicating that future forums would be most welcome.

EDUCATION TODAY, October, 1985

336. **Child Abuse** (Dunluce Community School) — To increase awareness on child abuse, a representative from the Sexual Assault Centre spoke to interested staff and parents. A presentation of the unit "Talking About Touching: A Personal Safety Curriculum" was given by one of the teachers. The goal of the program is to instill in the children the knowledge that their bodies belong to them and that no one has the right to touch them in any way that makes them feel bad, sad, or confused. If this were to happen, students would know who they can tell and that they must keep on telling until someone listens.

Education can help prevent sexual exploitation of children. Children can learn to recognize potentially abusive situations and can learn to say no to inappropriate touching.

PRINCIPAL TEACHERS' LETTER, January, 1986

337. **Troubleshooter Sub-Committees** (G.H. Dawe Community School) — The G.H. Dawe Community Centre Advisory Council formed the following four program sub-committees in the fall of 1983: community related school curriculum, community recreation, community life/health and social services, and library. An advisory council member chaired each sub-committee. Other members included the coordinator, community experts, Dawe and St. Patrick's personnel, and community volunteers.

Each sub-committee identified needs, facilitated new programs, monitored all programs in their area of responsibility, conducted evaluations, and made recommendations. In addition to generating many new school and community centre programs, the formation of the sub-committees greatly increased community input into school and centre operations.

338. **Neighbourhood Conferences** (Eastview Community School) — A neighbourhood conference program has been set up based on the "coffee party" concept. A member in the community will invite several of his/her friends from the community over for coffee, and the community school coordinator will meet with the group and share ideas and concerns. This approach has proved to be a most valuable communication vehicle with community members.

339. **Child Identification Program** (Dunluce Community School) — As part of the child identification program, children are fingerprinted as a precaution against a very dangerous and increasing reality of modern society — abduction. Fingerprints, the child's age, sex, height, weight, identifying characteristics, photo, and hair and eye color are all

recorded. Compiling the information takes only a minute and is free. Identification cards should be updated each fall. The information is kept on file at the school and is accessible only in an emergency by the principal.

This voluntary program at Dunluce, adapted from a similar one in the United States, was suggested to the school's parent-teacher association and met with a positive response. A four-parent committee was struck to coordinate and run the activity. Police were asked for advice on fingerprinting techniques, lawyers were consulted about the legality of the program, and consent forms were sent home two months before the actual event. Parents of 400 out of 500 students agreed to allow their children to participate. The service was also offered to preschool children or students at other schools in the Dunluce neighbourhood.

340. **Political and Public Forums** (G.H. Dawe Community Centre) — Political and public forums regarding contentious issues are frequent events at the G.H. Dawe Community Centre. During every election, the advisory council and coordinator organize an election forum at the Dawe Centre. Forums are also organized whenever other issues arise. The mandate in the charter states: "The Centre encourages studies and programs regarding problems and issues relevant to the community."

341. **Propaganda Films** (G.H. Dawe Community Centre) — Over 300 persons attended a showing of three National Film Board controversial films at Dawe Centre. The films, "Acid Rain: Requiem or Recovery", "Acid Rain From Heaven", and "If You Love This Planet" were labelled propoganda by the American government. As the films were available at no charge, except for shipping from the National Film Board, there was no admission charge for community members.

10. SENSE OF COMMUNITY

The school has a vital stated goal, which is to foster a sense of community. It assumes it is important that the people who live in its attendance area know and care about each other.

LINKAGE, June, 1982

342. **Welcoming Committee for New Students** (M.E. LaZerte Community High School) — Before year-end finals each year, about 35 selected student volunteers at M.E. LaZerte Community High School are trained to be big brothers and sisters to the up and coming Grade 10 students. The volunteers, each wearing a button, take small groups of students on guided tours through the school explaining basic rules, answering questions, etc. The tour ends with a free hot dog lunch. Members of the football team set a good example by acting as clean-up monitors. The Grade 10's then have the rest of the day off. A welcoming committee is kept on stand-by until mid October. For the rest of the year, the counselling department keeps about eight students on-call on a rotating basis to welcome new students.

343. **Student Hall of Fame** (Southview Community School) — Each week, Southview Community School in Medicine Hat honors one student who contributes to the positive atmosphere of the classroom and the school. Each week, a student from a different classroom is honored. A picture and write-up outlining their special attributes are posted in the Hall of Fame.

LINKAGE, September, 1982

344. **Staff Photos Displayed in Hallways** (Norwood Community School) — Staff photographs at Norwood are displayed on an art easel in the main hallway. The name and position of each staff person is printed beneath his/her photo.

These photographs are helpful in many ways. For example, parents refer to the pictures when they come to visit a teacher for the first time. Since it is often the non-teaching staff whom visitors meet first upon entering a school, the names and photos of these staff members are also posted. Children find the photo display useful for learning the names of teachers other than their own. At Norwood Community School, it is felt that a community is a place where one can attach names to faces.

345. **Home Visitation Week** (G.H. Dawe Community School) — The last week of August was Home Visitation Week for the administrators and homeroom teachers at G.H. Dawe. The staff visited the homes of all prospective students, just to get acquainted. These casual, informal visits helped to set a warm and positive tone for the coming year.

346. **Staff Baby Picture Contest** (Dr. G.M. Egbert Community School) — The great debate is on when staff and students alike try to match baby mug shots with each real live teacher. Photographs can be numbered and displayed on a bulletin board. Students have a good time recording their best guesses on contest entry forms. Lots of warm and humorous feelings will no doubt be generated.

LINKAGE, November, 1982

347. **Stickers for the Community** (Good Shepherd Community School) — To increase the school's public profile and to ensure that community members always have the school's phone number close at hand, Good Shepherd telephone stickers are freely distributed throughout the community. The top portion of the sticker conveniently lists local emergency numbers. The bottom portion of the sticker lists the school's name and phone number in large, bold print.

348. **How to Communicate** (Suggestion from a Community School Friend) — Often there is a problem in communication between a high school and its feeder schools — feeder schools being those schools from which the high school draws its population. To overcome this, the following actions can be taken:

— Invite principals of feeder schools to the high

school for tours and an explanation of programs. Work together to get parents and students acquainted with the school.

— Develop a slide presentation about the high school featuring comments and pictures of its feeder schools.

— Give feeder schools copies of the high school newspaper.

— Invite feeder schools to participate in performing groups.

— Hold an evening of demonstrations, performances, and art displays at the high school for students and parents.

— Arrange for principals to exchange materials and communications throughout the year.

LINKAGE, March, 1983

349. **Grade 1 Acceptance** (Suggestion from a Community School Friend) — To help Grade 1 students feel accepted into the school, have students in Grade 6 interview each new pupil. Later they can produce a book about each student for the Grade 1 class library.

350. **Discussion Groups** (Bertha Kennedy Community School) — To help ease that sometimes difficult transition between elementary and junior high school, informal discussion groups can be set up with pre-adolescent and adolescent students and their parents. Younger students can express their concerns and ask questions. Older students can share their experiences and offer helpful advice. Parents can be good listeners as well as advice givers. Discussion groups could also be formed for students from single parent families. This would be done on an informal, extra-curricular basis.

351. **Big Brothers and Big Sisters** (Alex Taylor Community School) — The Big Brother-Big Sister program is an idea that Alex Taylor initiated in 1970 to help foster collegial relationships between teachers and students. Each staff member acted as a confidant to about 12 students. The "families" gathered regularly to talk about problems, to get to know one another, or to engage in a fun activity.

A new Big Brother program initiated in September, 1982, brings high school students and staff in direct contact with students and seniors at Alex Taylor. The program has generated a great deal of enthusiasm and spirit among the students and staff at Jasper Place High School. Both schools strive for a goal of collegiality to bring about a positive learning experience.

352. **Lend a Helping Hand** (Suggestion from a Community School Friend) — Have PRIDE certificates and badges available for all to win. Ensure that they are given out on the spot so that no one waits to receive the award. Some actions worthy of a PRIDE badge are: helping because it seems like the thing to do, putting away chairs after an assembly without being asked, taking notes for someone who is unable to do so because of injury, or helping another student to learn English.

353. **Library Care Packages** (Suggestion from a Community School Friend) — The library can be an important link between the school and the community. When students are hospitalized or sick, send them a "happy gram" from the school library along with a cheerful rhyming message. Include a gift such as a game, puzzle, riddle book, or else a book chosen of interest to that child. The recipient is provided with some hours of entertainment and is made to feel that he/she is an important person around the school.

354. **Student Recognition Ideas** (Suggestion from a Community School Friend) — Encourage local businesses to make donations towards recognizing students who show achievement academically, in citizenship, self-improvement, and so on. Another idea is to have teachers send students who have performed well in their subjects to visit the principal, spend some time with him, and maybe receive a commendation to take home. Or, how about having a brown bag lunch with the principal and five or six students who have been identified for some positive contribution to the school as a whole?

355. **A Positive Attitude Goes A Long Way** (Suggestion from a Community School Friend) — Come up with catchy slogans to help promote school spirit and raise sagging morale, for example: "A positive attitude changes the home, school, and the community". Buttons with slogans on them can be made available to staff and students in the school.

To encourage the wearing of these buttons, contests can be planned each week. The principal may show up in a classroom at any time and ask the

teacher for the name of the student who is, for example, tenth on the class list. If that student is wearing a button, he/she gets a reward donated by the principal.

Arrange for the showing of free movies, the day after the report cards are issued, to those who receive a high mark in "conduct". Arrange for an administrator or counsellor to take two students who have shown marked improvement in their behavior to a local hamburger place.

356. **Orientation Dinner** (Suggestion from a Community School Friend) — To ensure the success of high school orientation, have students of the home economics class prepare a dinner and invite families, administrators, and counsellors as special guests. After dinner, make arrangements for students and parents to meet in assigned rooms for enrolment and orientation advice.

357. **Communication Barriers Bite the Dust** (St. Patrick's Community School at Dawe Centre) — At G.H. Dawe Centre, two schools are housed in the same complex; one is Catholic and one is Protestant. To help break down what the principal of St. Patrick's calls the "Catholic/Protestant, we/thou syndrome", the two schools come together in joint activities as often as possible.

For example, the G.H. Dawe principal, runs the HOSTS program which is an acronym for "Helping Other Students To Succeed". In this program, older G.H. Dawe students tutor younger students at both schools. This helps to foster cross-age as well as cross-school friendships. Other shared ventures at Dawe Centre include teacher swapping, combined stage events, and combined sports teams for city-wide competition. At Dawe Centre, another traditional communication barrier bites the dust!

358. **Alumni Evening Sports** (W.D. Cuts Community School) — Every Tuesday or Wednesday night, teachers and former students of W.D. Cuts Community School gather to play basketball, volleyball, or badminton. Aside from keeping everyone in shape, this activity helps maintain a bond of friendship between the high school and the junior high.

359. **Family Time Sessions** (G.H. Dawe Community School) — Family Time is held every Tuesday and Thursday for half an hour at G.H. Dawe Community School. The school is divided into "pea pods" of six students. All Grade 8 and 9 students are pod leaders. All Grade 6 and 7 students are deputies. All of the younger grades are pod members.

On Tuesday, the leaders pick up their pod members and go to designated classrooms to help younger students in such activities as making Halloween decorations or preparing for Recognition and Awards Night. About five pods are assigned per classroom. Teachers and parents are involved in preparing materials and supervising the activities.

On Thursday, all of the leaders guide their pod members to the gym for a special assembly regarding school and community concerns or to listen to a guest musician.

Every week, two different pods are assigned for clean-up duty; one group cleans up the inside of the school and the other cleans up the outside.

360. **Inner Change Sessions** (Langevin Community School) — Inner change sessions were held once a week in several classrooms at Langevin Community School last year. The guidance counsellor helped the teacher set up a "town hall" meeting under the leadership of a student chairperson. During the meetings, students suggested topics they felt needed talking about. Once a month, a pep assembly was held to honour the accomplishments of students, volunteers, and teachers. One idea that arose from these sessions was to plan a week-long inner change campaign. Each class thought of strategies that could help bring about inner changes. One class, for example, designed and wore buttons asking their fellow students to "stamp out fights".

361. **Boots, Scarves and Zippers** (Bertha Kennedy Community School) — Ask any E.C.S. or Grade 1 teacher about the joys of assisting young children with putting on and taking off layers of winter clothing. You will be told about tying scarves, removing ski suits, fixing broken zippers, and sorting through piles of identical boots looking for a lost mate. This exhausting procedure occurs eight times a day, for up to five months a year. At Bertha Kennedy, the E.C.S. and Grade 1 teachers don't undertake this task alone because every day, Grade 7 and 8 students are assigned to lend a helping hand. Surely, this is one program that lends truth to the old adage: "Many hands make light work!"

LINKAGE, May, 1983

362. **Links of Understanding** (Ashmont Community School) — Links of understanding and communication are being forged between residents of the town and residents of nearby reserves. Native people are invited to the school to share different aspects of Native culture, including traditional dances and recipes. The school reciprocates by going to the reserves to visit individual homes and holding meetings to encourage participation in further education classes.

363. **Calendar of Good Deeds** (Suggestion from A Community School Friend) — Prepare a special calendar to be sent home which contains suggestions regarding various activities that families can do together each day. Examples include: sharing a poem with the family, taking a "listening" walk, doing a kind deed for a neighbour, taking time for family discussions, writing a letter to someone far away, and learning the metric system by solving various problems. Parents and children will soon be offering suggestions of their own.

364. **Integrating the Mentally Handicapped** (Suggestion from A Community School Friend) — Arrange a musical program for the community and invite a group of mentally handicapped children to participate. Have the principal explain how these children are taught many things that most people take for granted. The stars will be the children, but the happiest people will be their parents.

365. **Welcoming Committee for New Neighbours** (Norwood Community School) — In a transient, unstable neighbourhood it is important that a new family's first contact with the school be a positive experience. For this reason, parents and staff at Norwood Community School have formed a welcoming committee for new families. Members of the committee take turns visiting each new family to help orient them to their new community. They also give them an information package to encourage participation in programs offered by the school and community.

LINKAGE, June, 1983

366. **Ecumenical Sunday School** (Muir Lake Community School) — In pioneer times, it was common to hold Sunday school classes in the local school building. This custom has been re-established at Muir Lake. A group of volunteer parents devote Sunday morning to provide Bible-based, religious instruction to community residents. Sunday school classes are designed to appeal to people of all ages. Parents are encouraged to attend with their children. Attendance ranges from 30 to 40 people. The Sunday school is non-denominational, and topics are based on basic Bible principles of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

367. **Rainbow Day** (Steinhauer Community School) — Last year, when the winter doldrums were still depressing Albertans even though it was April, Steinhauer students helped rush in spring by proclaiming Rainbow Day. Each class decorated the school with posters painted in a rainbow theme. Everyone came to school dressed in the colors of the rainbow. One enthusiastic class designed a 45 foot banner that covered the entire gym wall!

Rainbow Day culminated in a contest to determine the classes that were the best dressed, had the most participants, and designed the most creative poster. The prizes were, naturally, jars of rainbow-colored jelly beans!

368. **International Food Fair** (Langevin Community School) — Langevin is situated in a community that is rich in multicultural heritage. Every year, the school holds an international food fair so that each group can demonstrate and share the richness and diversity of various cultures. Students design colorful pictures and posters depicting the costumes of each country. About 30 booths are set up to sell food, artifacts, pictures, and flags. A special cookbook with an international "flavour" is written and sold through the school. One highlight of the food fair is gathering to watch different groups dance to traditional music wearing brightly colored national costumes.

369. **Indian Pow-Wow** (St. Paul Community High School) — As several Indian reserves are situated near St. Paul, many Native students attend St. Paul Community High School. To help foster a bond of friendship and understanding, the Native counsellor invited everyone from St. Paul and the reserves to attend the Indian Pow-Wow held at the school last year.

370. **Halloween Night** (Strathearn Community School) — The Halloween program has grown over a period of five years to such an extent that liter-

ally hundreds of children, staff, and parents at Strathearn Community School are involved. Everyone helps to make model houses, decorations, and games. On Halloween night, model houses are manned by students operating puppets who give goodies to goblins and ghouls trick-or-treating at their doors. It's a super-safe, fun-filled Halloween for the entire neighbourhood.

371. **Christmas Carolling** (Steinhauer Community School) — Imagine the sounds of over 300 men, women, and children scattered throughout the Steinhauer neighbourhood in groups each Christmas to sing Christmas carols. Later, all the carollers gather at the school playground to sing more carols around a huge bonfire before feasting on hot chocolate and doughnuts in the gym. The local media are invited to cover this festivity. If the Christmas spirit includes nurturing a community spirit, then without a doubt, Steinhauer has it!

372. **Sherburger Supper** (Sherwood Community School) — Contrary to popular opinion, the world's best hamburger is the Sherburger, not the Big Mac. Ask any Sherwood student; they'll tell you that even though two million haven't been served yet, 1200 in one day is not a bad average. The Sherburger Supper is an annual open house event that draws over 1200 happy hamburger hunters.

While munching juicy hamburgers, people stroll among booths that display hand-made crafts. Seniors, students, and parents display such skills as lace-making, spinning, weaving, kite-making, and even rocket-making. Spaced out at different locations and times are gymnastics displays, cheerleading, talent shows, choir, and band concerts. The Sherburger Supper also features a brownie bake sale, a book-sale, and agency displays. Look out Ronald McDonald! Here comes the Sherburger!

373. **Spring Kite Flying Contest** (Rosebrier Community School) — Each year, teachers at Rosebrier Community School sponsor prizes for the annual spring kite-flying contest. Students can compete in a variety of categories. Best homemade kite and smallest kite are two of the 11 categories. A prize is also given to the oldest person flying a kite since many parents and grandparents come to see the spectacle and help their children or grandchildren get their kites up in the air.

LINKAGE, November, 1983

374. **House of Horrors** (St. Mary's Community School) — Each fall, the senior high drama department at St. Mary's builds a Halloween House of Horrors. Drama 10 and 20 students each design and build one aspect of the house. It features 600 feet of passageways, tunnels, bridges, obstacle courses, mazes, and spine-chilling experiences. To help you on the tour, a variety of ghouls, goblins, and poltergeists guide you through until you emerge, hopefully intact, outside the building. The name may change every fall, but the concept remains the same. The entire school (E.C.S.-12) and community, as well as schools from surrounding areas, have a chance to visit the house.

375. **Tree Planting Tribute** (Alex Taylor Community School) — A highlight of Alex Taylor's 75th Anniversary Celebration was a tree planting ceremony held on Friday, May 24. The tree was donated by a former student. Among those who assisted in the planting were Mr. W. Ginter, who raised the flag on Alex Taylor's opening day in March, 1908, and Mr. D. Simonson, both students in the school's first class of 1908. They were assisted by two of Alex Taylor's youngest pupils, both kindergarten students. Under a canopy of clear blue skies, these four, along with the superintendent, planted a tree which will be a permanent reminder of this historic occasion.

376. **Community Remembrance Day** (G.H. Dawe Community School) — Remembrance Day at Dawe is a true community day. Believing strongly in the concept that participation is the key to learning, teachers involve as many students in the program as possible. Through dialogue, music, and mass participation, they give meaning to events that are now history. Newsletters sent throughout the community invite all who wish to "remember" to share in the program. From pre-schoolers to grandparents — all pause to honor those who gave so we might live.

377. **Dinner-Dance Bottle Drive** (Lafond Community School) — Being small, Lafond Community School often has difficulty raising money for activities such as field trips. The school, therefore, depends on the generosity of people in the community. Local organizations periodically host dinner-dances in the school gym. There are, inevitably, returnable empty bottles left after such a function. The school asks each organization whether they would be willing to donate these bottles to the school for a specific project. Staff

members take these bottles to the local depot, although sometimes the organization itself will generously redeem the bottles and make a cash donation to the school.

378. **Car-o-rama** (G.H. Dawe Community Centre) — The first ever Car-o-rama Used Vehicle Sale was held at Dawe Centre in June. Community residents sold their used car, truck, or motor bike in the Dawe parking lot from 10 a.m. until 4 p.m. The limit was one vehicle per person. Commercial firms or agents were not allowed to participate. The cost to sell a vehicle was $10. There was no charge, however, to attend the Car-o-rama sale which was sponsored by the Dawe Advisory Council as a community service program.

379. **The Great Winter Escape** (Holy Trinity Community High School) — What do an eight-foot valentine and a palm tree have in common? They were part of a tropical setting in Holy Trinity's gymnasium to beat the winter "blahs". The school and community worked together to stage a family fun day featuring a south seas theme. Visitors decorated the eight-foot valentine which was afterwards given to the Youth Emergency Shelter.

380. **Exchange Program is Annual Community Event** (Coutts Community School) — For the past four years, Coutts Community School has participated in a student exchange program. The program, sponsored in part by Open House Canada, offers students from across Canada many unique opportunities. For the first three years, Coutts students travelled to Quebec City to be guests in the homes of their "twins". In 1982, they visited Pugwash, Nova Scotia.

Each year, on the return portion of the exchange, the entire community of Coutts hosts the Grade 9 exchange students. Activities include a banquet, barbecues, brandings, and numerous local tours.

In addition to the educational value of these trips, many new life-skills and friendships are acquired. Without such overwhelming parent, teacher, county board, village, and student financial support, these ventures would not be the tremendous success that they are!

381. **International Community School** (Coutts Community School) — Coutts Community School is unique in that it is an international community school. The Board of Toole County Commissioners in the state of Montana has sent the school a written motion supporting the community school concept. Because of the location on the Canada/United States border, Americans use the Coutts school facilities for ceramics, adult education, and recreation. There is also considerable interaction between schools in the area of sports. This cooperation between two countries provides children and the community as a whole with an insight and a link to our American neighbours.

382. **Joint Community School Event** (Bertha Kennedy Community School) — Bertha Kennedy and William D. Cuts are neighboring community schools in St. Albert. As part of Education Week celebrations, a joint community activity was held. The entire neighbourhood was invited to participate in Pioneer Days, an old-fashioned family picnic complete with children's races, a barbecue, square dancing, and entertainment by a community band.

At the opening ceremonies, a special tribute was paid to Mrs. Bertha Kennedy and Mrs. Ethel Cuts, wife of the late W.D. Cuts, for their contributions to education in St. Albert. Community groups were on hand to demonstrate some pioneer crafts. Historical displays and student work were also on display. The event was an opportunity for two neighbouring community schools to work together on a project for the benefit of the community.

383. **Community Drama Night** (Grande Cache Community High School) — The first annual community drama night was held in April as a kick-off for extensive Education Week programming. The inclusion of acts by community groups made the night unique and contributed to its success. An adult group performed a vivid dramatization of "The Cremation of Sam McGee". The Grande Cache School of Dance contributed lively jazz, ballet, and highland dance numbers. These two talented groups rounded off a full evening's entertainment which included two school plays and selections by the high school band. Future drama nights will continue to showcase talent from the entire community.

384. **Cozy Christmas Concert** (Dunluce Community School) — The Grade 1 class celebrated Christmas by holding an afternoon concert for their parents and families. The students made invitations and baked and decorated cookies. Following songs and choral readings, the class-made goodies were served. There was also time to show parents their desks and other classroom projects. It was a

special family afternoon enjoyed by all.

385. **Swap-o-rama** (G.H. Dawe Community Centre) — Over 5,000 people attend the annual spring and fall Swap-o-rama Flea Market held at G.H. Dawe Community Centre. The swap-o-rama enables individuals and organizations (not commercial firms) to sell their wares. The only cost is a $10 registration fee. Approximately 200 selling spaces feature everything from furniture, toys, and books to handicrafts, plants, baking, and sporting goods, all for sale at reasonable prices. One person's junk usually ends up being another's treasure.

386. **Graduation Toasting Ceremony** (M.E. LaZerte Community High School) — To make graduation a memorable time for families and school staff as well as graduates, M.E. LaZerte participates in a special toasting ceremony.

Three separate toasts are part of the banquet and dance which is a family time and not for students only. The first toast is to the parents; it is given by a student with the reply by his/her mother or father. The second one, also by a student, is to the teachers, with a response by a staff member. Finally, the students are toasted by a teacher, with the reply coming from one of the graduates. Each "toaster" and "responder" pair spends time together to prepare for the event.

387. **Western Breakfast** (G.H. Dawe Community School) — The Western Breakfast is a semi-annual event at Dawe. The entire community is invited to drop in between 7:30 a.m. and 9:00 a.m. to enjoy pancakes, sausages, juice, and coffee cooked by teachers and students. More than 500 people attend both the fall and spring breakfasts. If the weather is favourable, everyone eats outdoors.

EDUCATION TODAY, June, 1984

388. **Citizen of the Week** (Nicholas Sheran Community School) — In order to recognize and promote good citizenship at the school, Citizen of the Week awards are presented each week to one student from each grade level. The presentation is made at the Friday morning assembly. A group picture of each week's citizens is taken and displayed on the bulletin board in the front foyer. Each citizen also receives a special certificate to mark the occasion.

At the end of each month, one name is drawn from the citizens of that month, with the lucky winner receiving a "full meal deal", compliments of the local Dairy Queen. All weekly citizens receive a complimentary ice cream sundae.

Being named Citizen of the Week and having the award presented in front of the entire school provides many opportunities for the school and teachers to recognize the special efforts of many deserving students throughout the year.

389. **COD Teams** (Dunluce Community School) — COD is an acronym for "Cooperation Overcomes Difficulty" or "Clans of Dunluce". COD teams were multi-grade teams of approximately 20 students per team, ranging from E.C.S. to Grade 6. Students cooperated and competed as a team throughout the entire year. Teams chose theme names (birds this year), and captains made up a team cheer at their first meeting. Many positive results were evident: more interaction occurred between different ages of students, teachers got to know more students, students met more staff members, and parent involvement increased.

The teams also gave the Grade 6 students a reason to participate fully without feeling childish. For instance, they had to wear silly Easter bonnets for their team so as not to lose points on the day of the contest. A minimum of one event each month was held, such as seasonal colour day, dress-up day, and a snow tower building contest. Some events required class time, while others did not. COD teams added much enthusiasm and spirit to Dunluce Community School.

390. **E.C.S. Pairing** (Steinhauer Community School) — In the autumn, Grade 5 classes pair with E.C.S. children. Teachers endeavour to match individuals, for instance, a shy youngster with one who is outgoing. During the first week of school, the Grade 5 students act as guides for their E.C.S. partners by taking them out at recess, orienting them to the school, and generally helping to create a friendly, accepting atmosphere.

Teachers work together to plan the on-going program either weekly or on an intermittent basis. The program's rationale is twofold: to create a sense of belonging for the E.C.S. student, and to develop a sense of responsibility in the older student.

Planned activities not only help to develop motor skills and listening skills, but are fun for younger students. Older students gain an understanding of the dynamics involved in getting someone's atten-

tion and helping someone who may be resistant. The successful program also provides Grade 5 students with a positive feeling of accomplishment.

PRINCIPAL TEACHERS' LETTER, October, 1984

391. **Community Flea Market and Bazaar** (Good Shepherd Community School) — This is an award winning idea in public relations which provides the school with the opportunity to develop positive relations with the community as a whole. Originated and operated by the community advisory council, the flea market is really a sort of a fund-raising carnival with raffles, helium filled balloons, entertainment, and various booths selling donated items of every kind. Some of the participating groups include: the Canadian Cancer Society, Boy Scouts, United Church Ladies, Beta Sigma Phi, Birthrite, and Big Brothers.

Teachers and students get involved by operating their own booths, acting as clowns, or as assistants to the advisory council. Adding to the general fun and excitement, various dance and music groups including the TARA Dancers, Polynesian Dancers, Ukranian Dancers, and the school band entertain the crowds throughout the day. The secret to the success of this activity lies in the support and involvement of community members and organizations in a meaningful and positive community event.

392. **Heritage Festival** (Strathearn Community School) — Each child was asked to bring something from home to represent his/her own culture, for example: handicrafts, clothing, food, pictures, and so on. Some children also dressed in ethnic costume. Junior high students were recruited to phone parents to find out what they were sending, and the response was excellent.

Tables were set up in the gym to display items and food, and posters were borrowed from a local travel agency to decorate the walls. Entertainment included a Hungarian dance group, a Scottish bagpipe player, and a skit performed by the drama class. Parents and people in the community were invited for a very successful event.

PRINCIPAL TEACHERS' LETTER, January, 1985

393. **Art Fair** (Norwood Community School) — The school held its first art fair this year. The exhibition was intended for student art work and also for members of the community and appropriately related businesses. Children displayed paintings, sculptures, and other 3D productions. Businesses entered samples of commercial art, and members of the community entered fine individual paintings and drawings. The event turned out to be a fine opportunity to pull the school and community together.

394. **Friendship Week** (Sunnyside Community School) — At the beginning of the school year, teachers at Sunnyside Community School sat down to outline goals and objectives to work towards the enhancement of educational experience for their students. One of the goals identified was to increase the students' understanding of and compassion for others. Thus, the week of February 13-17 was set aside as Friendship Week. Many activities planned for the week were organized to give the children exposure to help and serve each other as well as members of the community.

In order to assist others with their work, students exchanged classrooms. Grade 5 and 6 students went in with the special education classes and helped them with their skill development activities. Students from the different grades also collected food for donation to the InterFaith Food Bank.

395. **Christmas Wish** (Pineridge Community School) — Grade 2 classes at Pineridge Community School had a special wish come true before Christmas; they wrote letters to Santa Claus and received personal replies. What a delight it was when the students received a reply in the school mail. But even more delighted than the children were the senior citizens who received the letters and became Santa or Mrs. Claus.

The seriousness with which the seniors undertook this task warmed the hearts of everyone involved. What a special Christmas it became for each child and senior as the children's vision of a Santa and his wonderful powers remained, and the seniors gave that special gift that they can give so well — the time to listen, remember what it was like, and share the magic of Santa.

EDUCATION TODAY, October, 1985

396. **Student Maintenance** (Father Patrick Mercredi Community High School) — Student maintenance work is a means of earning money for club activities. Each day at lunch, students clean

tables and mop up floors. The school has 19 clubs working one-week shifts to finance extracurricular outings. The program has two benefits: it decreases vandalism and boosts school morale so that students take pride in their school.

397. **Newsletter Club** (Madonna Community School) — Delivering newsletters to the local community can be an expensive, time consuming task. For schools that can't afford to mail newsletters, a newspaper club is an idea particularly useful in an elementary school.

Madonna's school newsletter club motto is "Happiness Is Helping Others". To help promote good communication between the school and community, the newsletter club sorts, staples, and delivers the community newsletter. Students in Grades 3 to 5 can sign up for sorting, stapling, and/or delivering. Delivery routes include approximately 30 houses, and students deliver on their own street. To help students learn how to read delivery route maps, treasure hunts are scheduled at the beginning of the year. The newsletter club also enjoys a winter carnival and a year-end barbecue held in their honor.

398. **Teacher Advisory Groups** (Father Patrick Mercredi Community High School) — There are no homerooms at Father Mercredi; the school isn't divided up by grades, but rather by student interests. Teacher advisory groups or T.A.s, as they are called, are committees of people who share the same interest, be it European travel, outdoor education, motor repair, or whatever. The teacher responsible for roll-call heads the club. The teacher advisory committee also works as a communication network to let staff know how students are feeling and what they are thinking. For ten minutes each day, students are given the opportunity to talk with staff in a relaxed setting. Students choose the T.A. group in which they would like to be part at the time of registration.

PRINCIPAL TEACHERS' LETTER, February, 1986

399. **Multi-Lingual Registration** (St. Mary's Community School) — Each summer, St.Mary's Community School offers an E.S.L. program for children from the ages of six to 15 years. Last summer, the registration form was translated into eight different languages by E.S.L. high school students. The translations were then circulated throughout the community. This is a great way to get program information across to second language parents.

400. **Visitor's Pass** (Steinhauer Community School) — At each entrance to Steinhauer, the following sign is posted: "Welcome Visitors and Parents. For the safety of our children, we ask that everyone please pick up a visitor's pass or name tag at the general office". This request allows staff to welcome all who come into the school and provide information to them if required. Each visitor wears a bright orange pass which then encourages each person they come in contact with to smile and be prepared to chat or offer assistance. The visitor's pass offers reassurance to parents and teachers alike, as they realize that concern for the safety of Steinhauer students is apparent.

401. **Senior Citizen Sweetheart Tea** (Holy Trinity Community High School) — The senior program last year was a great success at Holy Trinity. Two separate groups averaging over 250 seniors per month ate lunch in the school cafeteria and were involved with student activities ranging from liturgies to sing-alongs.

On February 14th, students sponsored a Senior Citizen Sweetheart Tea. One hundred seventy seniors arrived to participate in the event. Eighty-five students from the religion classes hosted the event. The entertainment was provided by student talents within the school, as well as the Lion Centre Senior Citizen Choral Group.

402. **"I Care" Project** (Ecole Elementaire Communautaire de St. Paul) — Students of St. Paul are attempting to involve elderly people in their daily living by sharing reading sessions and lunches with them, by putting on mini-performances at the senior citizens' manor, and by including them in school activities such as track and field day, bread-making day, and pioneer activities day. Adoptive grandparents are sometimes invited to their adopted grandchild's home. The year-end activity consists of a religious celebration with each grandparent and grandchild together in the Manor Chapel.

403. **Family Videos** (Eastview Community School) — Have you tried movies or videos for the family? Every Thursday, during the summer and during the Easter break, two films were shown daily at Eastview Community School. Usually there was a light, funny children's movie in the morning and a movie more to the liking of the adults in the afternoon. Family videos have met with great success

and interest from the public.

404. **Community Drama Night** (Grande Cache Community High School) — For the second year in a row, Grande Cache Community High School hosted "Double Take II", a community drama presentation. The first performance, "Somebody Screamed", included a cast of high school students and community members. The second performance, "The Case of the Crushed Petunias", was a student performance. The 150 people in attendance thoroughly enjoyed the performance.

405. **Friday Notes** (Midway Community School) — To help ensure that parents actually receive notes, they are sent home every Friday. By doing this, parents have gotten into the habit of looking for notes on this day. The notes highlight next week's happenings throughout the community. On the last Friday of each month, a calendar of events for the next month is sent out. This is also sent to other community members. These practices have resulted in a better informed community with more people coming to the various events being held at the school.

406. **Promoting Fitness and Fun** (Muir Lake Community School) — Each year, the County of Parkland Recreation Department sponsors and Muir Lake Community School participates in a 5 km Fun Run held in the community of Wabamun. Because the school only sends a small delegation of runners each year, staff put their heads together to come up with a plan that would invite more participation. Plans for post-run activities took shape and, with the help of a number of parents, proved a huge success.

Activities such as a weiner roast, ball games, parachute games, volleyball, and movies took place at the school after the runners returned from the race. Other members of the family who wished to participate in the activities but not in the Fun Run were charged a nominal fee to cover expenses. Expenses for participants were picked up by the community advisory council. Although the school still did not win the award for having the largest percentage of students at the Fun Run, everyone was very happy with the success of the events and with the fact that the Fun Run delegation increased from 20 in 1983, to 110 in 1985.

407. **West Side Story Newsletter** (Nicholas Sheran Community School) — For two years, a community newsletter has been published and distributed to 3,800 homes in West Lethbridge. As the only school in a population area of 10,000 people, the community school has provided a communication link for events, activities, and issues in all of West Lethbridge.

The newsletter is completely sponsored by advertisers and delivered by 75 volunteers who have a route of approximately 50 homes each. The newsletter has grown in size to an eight page booklet, and residents look forward to its arrival each month. Without the help of volunteers, the newsletters would not be possible.

408. **West Lethbridge Community Day** (Nicholas Sheran Community School) — Saturday, May 26, was a fun-filled day in Nicholas Sheran Park. Over 500 people took part in West Lethbridge Community Day activities and events. Credit is due to the organization committee which was comprised of representatives from many community groups.

The day began with a fishing derby in Nicholas Sheran Lake, and the winning trout weighed in at just over one pound. A bicycle race, a 5 km road race, and a bicycle decoration contest took place in the morning. The afternoon agenda included a kite-flying contest, children's games and relays, a canoe demonstration, canoe rides, a hot dog and hamburger barbecue, a water slide, and a free Winnie the Pooh movie. Community Day was a highlight for the year, thanks to enthusiastic community support.

409. **Friendship Week** (Sunnyside Community School) — The children practised their best manners with each other throughout the week and worked very hard to avoid conflict on the playground. On Valentine's Day, one class went out into the community to delivery cards to senior citizens. A list of seniors living in Sunnyside was provided by the community association, and the younger children made valentines and then delivered them. It was this activity that particularly symbolized the meaning of friendship. The seniors were surprised and genuinely pleased to see the children at their doors, and some spent a few minutes reminiscing about their days at Sunnyside.

Students at Sunnyside Community School learned quite a lot about what it means to be a friend during the specially designated week, and it is hoped that this kind of "learning for life" will

continue on long after they have left the school environment.

PRINCIPAL TEACHERS' LETTER, March, 1986

410. **Bonhomme Carnaval** (Ecole Elementaire Communautaire de St. Paul) — What fun the Winter Carnival at St. Paul turned out to be! With the choice of 15 Fun Stations, students separated into 30 cross-age teams and kept their 45 adult guides busy for two solid hours. They pulled toboggans, hopped in potato sacks, ran three-legged races, shuffled back and forth on skis, and wormed their way through obstacle courses.

411. **Positive Attitude and a Caring Environment** (Good Shepherd Community School) — The Positive Attitude and a Caring Environment (PACE) program was developed by the staff of Good Shepherd Community School to encourage the development of positive self-esteem among students and staff. It is an extension of the "warm fuzzies" concept which encourages children and adults to recognize and extend appreciation for the good acts of others.

Included in the PACE program are teacher-home visitations, recognition awards, displays of awards, and histories of various staff members. A birthday board is being developed as part of the program for next year. Birthday cards offering words of encouragement are made and mailed to all students and staff.

The overall objective of PACE is to develop positive aspects of teaching practices that improve peer relations among students and to upgrade pupil attitudes in the classroom and the playground. The results of the program have helped considerably in promoting good public relations for the school.

412. **Munch Bunch** (Thorncliffe Community School) — The Munch Bunch is an intimate group of boys from Grades 3 to 6 who lack male contact at home. Male staff members conduct this program whose aim is to foster and promote companionship, sportsmanship, sports skills, and positive self-concept through playing sports and lunching together on a weekly basis.

Munch Bunch members shovel sidewalks in the community to finance pizza eatouts, wiener roasts, and other activities. One special annual event is a gym hockey game against the city police. Through Munch Bunch activities, the students obtain a sound, consistent, friendship base and develop self-awareness.

413. **Welcome Back Luncheon** (Bertha Kennedy Community School) — The school year at Bertha Kennedy Community School is kicked-off with the Welcome Back Luncheon. The luncheon is prepared and served by the teachers. It is held on the first or second Friday in September — even though it inevitably rains! The luncheon is held in conjunction with Spirit Day. Each student is encouraged to wear his/her school T-shirt and to prepare a cheer. The day generates a lot of enthusiasm and puts everyone in a good frame of mind to begin the school year.

414. **Classroom VIP's** (A.B. Daley Community School) — Each week, one student per classroom becomes the VIP. He/she takes a "surprise box" home some time during the previous week and collects several family and personal photos, a memento, a treasured toy or item, or whatever, and then puts them on exhibit during his/her VIP week. As well, the child could bring a sampling of his/her favourite food to share with the class. Begin the process in reverse alphabetical order of the children's first given names.

415. **School Ground Maintenance Crew** (St. Mary's Community School) — Each week during the spring and fall, junior and senior automotive students from high school automotive classes take time to clean the high school grounds. They rake, sweep, and tidy the grounds. They also cut all the grass around the school. Students receive the satisfaction that comes with knowing that, through hard work, they have provided an essential service to the school.

416. **Staff Perform in Musical** (Dr. G.M. Egbert Community School) — School spirit flourishes at Dr. Egbert when the entire community, parents, and students come out to see the staff performing in a full length musical such as "Charlie Brown". It's pure entertainment. Both teachers and students become involved in the learning process when the drama instructor uses the teachers' performances as an instructional tool saying, for example, "Did you notice how Mr. Smith...?". But, lest students get carried away with their critiques, they are reminded that next year it will be their turn to perform in a production!

417. **Graduation Helpers** (Dr. G.M. Egbert Com-

munity School) — For several years, Grade 8 students and their parents have put on a graduation banquet for the Grade 9 students and their parents. They form a committee which plans and implements the entire banquet, right down to the last detail. Each year, the Grade 9 students and their parents are able to sit back and enjoy the banquet all the more, knowing they contributed the year before.

418. **Audio Visual Yearbook** (Ecole Communautaire Mallaig) — The student union yearbook committee planned an innovative yearbook — a slide tape yearbook. Months of shutter-bugging culminated in a year-end presentation which features students taking part in various activities during the past year. This project was funded by AADAC as part of its "Make the Most of You" campaign.

419. **Yearbook Display** (Steinhauer Community School) — Throughout the year at Steinhauer, shutterbug enthusiasts are busy capturing activities on film for a school yearbook. These activities include special moments during the year as well as school events. Events may be school-wide or specific to one class. Every attempt is made to include the widest range of student and staff candids in the yearbook. Class and staff pictures complete the book.

When the yearbooks arrive, one is taken apart, mounted, laminated, and put on display. It serves as a focal point for youngsters all year. Students point out staff to new students and bring in their friends from other schools to view the book. The mounted yearbook serves also as an introduction to the school for visitors and community newcomers. Students and staff receive individual copies as mementos of their years spent at Steinhauer Community School.

420. **School Year Photos** (Grande Cache Community High School) — With school camera, flash, and film, staff members photograph all the major events (as well as some regular classes) that have occurred during the year. The community school coordinator keeps the slides on file where they can be signed out by teachers. The slides also provide a basis for the Education Week and Athletic Banquet slide presentation. They have proved to be an excellent communication source.

421. **"Heart" Warming Evening** (Dunluce Community School) — E.C.S. students planned a special Valentine evening for their parents. The gym was decorated with children's silhouettes mounted on heart-shaped paper. The parents were asked to guess, "Which cupid is yours?" The children sang songs, recited poems about friendship and love, and told a story entitled "Just For You" by Mercer Mayer. An energetic aerobic and gymnastic routine rounded off the evening's entertainment, after which refreshments of freshly baked and decorated heart-shaped cookies were served.

422. **Kid of the Week** (A.B. Daley Community School) — A school-wide Kid of the Week program could be highlighted by pasting baby-pictures on a manila card. Along with the Kid of the Week's favourite memento, the child could explain some things about him/herself at the beginning of the week.

423. **Students Plan Hot Lunch** (Coutts Community School) — The hot lunch program initiated several years ago is a joint effort of teacher, students, and community volunteers. It was expanded last year to two days a week and was made available for a minimal fee to town students as well as rural students and teaching staff.

Much effort goes into this junior high student union project. The menu is published monthly in the school newspaper, and participants are required to sign up in advance. A volunteer comes into the school and cooks the food. Once a month, a free surprise dessert is given along with the meal to all those who signed up to help. Students, by means of a work schedule, decide who is responsible for serving, collecting money, and cleaning up. The money made goes towards extra-curricular functions and the Canada Exchange Student program.

APPENDIX

LIST OF ALBERTA'S DESIGNATED COMMUNITY SCHOOLS

ALBERTA'S DESIGNATED COMMUNITY SCHOOLS

A. B. Daley Community School
Box 1089
2409 — 24 Avenue
NANTON, AB
T0L 1R0
Phone: 646-3161

Alex Taylor Community School
9321 Jasper Avenue
EDMONTON, AB
T5H 3T7
Phone: 422-6240

Ashmont Community School
General Delivery
ASHMONT, AB
T0A 0C0
Phone: 726-3877
726-3733
726-3818

Banff Community High School
Box 748
330 Banff Ave.
BANFF, AB
T0L 0C0
Phone: 762-4411

Beiseker Community School
Box 357
BEISEKER, AB
T0M 0G0
Phone: 947-3883

Bertha Kennedy Community School
175 Larose Drive
ST. ALBERT, AB
T8N 2G7
Phone: 458-6101
458-6102
458-6103

Blueberry Community School
Mail Bag 700
STONY PLAIN, AB
T0E 2G0
Phone: 963-3626
963-3625

Bon Accord Community School
Box 300
BON ACCORD, AB
T0A 0K0
Phone: 921-3559

Brownfield Community School
General Delivery
BROWNFIELD, AB
T0C 0R0
Phone: 578-2247

Clarence Sansom Community School
5840 — 24 Avenue N.E.
CALGARY, AB
T1Y 6G4
Phone: 293-2953

Colonel Walker Community School
1921 — 9 Avenue S.E.
CALGARY, AB
T2G 0V3
Phone: 263-2332
263-2334

Connaught Community School
1121 — 12 Avenue S.W.
CALGARY, AB
T2R 0J8
Phone: 244-1140

Coutts Community School
Box 88
COUTTS, AB
T0K 0N0
Phone: 344-3804
344-3029

Dr. Elliott Community School
Box 120
LINDEN, AB
T0M 1J0
Phone: 546-3863

Dr. G. M. Egbert Community School
6033 Madigan Drive N.E.
CALGARY, AB
T2A 5G9
Phone: 248-5900

Douglas Harkness Community School
6203 - 24 Avenue N.E.
CALGARY, AB
T1Y 2C5
Phone: 285-2225

Dunluce Community School
11735 — 162 Avenue
EDMONTON, AB
T5X 4M6
Phone: 456-9080
456-4294

Eastview Community School
3929 - 40 Avenue
RED DEER, AB
T4N 2W5
Phone: 343-2455

Ecole Communautaire Mallaig
Community School
Box 90
MALLAIG, AB
T0A 2K0
Phone: 635-3858
635-3001
635-3033

Ecole Elementaire Communautaire De
St. Paul Elementary Community School
Box 5000
ST. PAUL, AB
T0A 3A0
Phone: 645-3537
645-2935

Ecole Father Jan Community School
15 Mission Avenue
ST. ALBERT, AB
T8N 1H6
Phone: 458-3300
458-3308

Ecole Routhier Community School
Box 540
FALHER, AB
T0H 1M0
Phone: 837-2114
837-2713

Edwin Parr Composite Community
High School
Box 59
ATHABASCA, AB
T0G 0B0
Phone: 675-2285

Father M. Beauregard Education
Community Centre
255 Athabasca Avenue
FORT MCMURRAY, AB
T9H 1G7
Phone: 791-4151
791-0990

Father Patrick Mercredi Community
High School
455 Silin Forest Road
FORT MCMURRAY, AB
T9H 4V6
Phone: 743-4200

G. H. Dawe Community School
56 Holt Street
RED DEER, AB
T4N 6A6
Phone: 343-2033

Gilbert Paterson Community School
2109 — 12 Avenue S.
LETHBRIDGE, AB
T1K 0P1
Phone: 329-0125

Good Shepherd Community School
211 Beacon Hill Drive
FORT MCMURRAY, AB
T0H 2R1
Phone: 791-2345

Grande Cache Community High School
Box 599
GRANDE CACHE, AB
T0E 0Y0
Phone: 827-3502

G. W. Skene Community School
6226 Penbrooke Drive S.E.
CALGARY, AB
T2A 6M7
Phone: 273-8284

Hillside Community School
9410 — 106 Avenue
GRANDE PRAIRIE, AB
T8V 1H8
Phone: 532-0743

Kameyosek Community School
250 Lakewood Road E.
EDMONTON, AB
T6K 3L4
Phone: 462-8724
462-7992
462-8726

M. E. LaZerte Community
High School
6804 — 144 Avenue
EDMONTON, AB
T5C 3C7
Phone: 476-8611

Matthew Halton Community High School
645 Davidson Avenue
P. O. Box 1090
PINCHER CREEK, AB
T0K 1W0
Phone: 627-4414

Midway Community School
R.R. #2
DIDSBURY, AB
T0M 0W0
Phone: 337-2888

Muir Lake Community School
Mail Bag 500
STONY PLAIN, AB
T0E 2G0
Phone: 963-3535
963-3536

Grassland Community School
Box 57
GRASSLAND, AB
T0A 1V0
Phone: 525-3733

Hillhurst Community School
1418 — 7 Avenue N.W.
CALGARY, AB
T2N 0Z2
Phone: 283-2383
283-1877

Holy Trinity Community High School
7007 — 28 Avenue
EDMONTON, AB
T6K 4A5
Phone: 462-5777

Langevin Community School
711 — 1 Avenue N.E.
CALGARY, AB
T2E 0B7
Phone: 265-5771
265-5774

Madonna Community School
15 Main Boulevard
SHERWOOD PARK, AB
T8A 3N3
Phone: 467-7972

Menno-Simons Community School
General Delivery
CLEARDALE, AB
T0H 3Y0
Phone: 595-2323

Millarville Community School
General Delivery
MILLARVILLE, AB
T0L 1K0
Phone: 931-3202

New Sarepta Community High School
P.O. Box 10
NEW SAREPTA, AB
T0B 3M0
Phone: 941-3924
941-3775

Nicholas Sheran Community School
380 Laval Boulevard
LETHBRIDGE, AB
T1K 3Y2
Phone: 381-1233
381-1244

Norwood Community School
9520 — 111 Avenue
EDMONTON, AB
T5G 0A6
Phone: 477-1002

Peter Pond Community School
9601 Franklin Avenue
FORT MCMURRAY, AB
T9H 2J8
Phone: 743-2378
743-8223
743-2392

Pineridge Community School
1926 — 61 Street N.E.
CALGARY, AB
T1Y 4W6
Phone: 285-6901

Pines Community School
8 Page Avenue
RED DEER, AB
T4P 2T2
Phone: 342-4434
342-4436

Ranchlands Community School
610 Ranchlands Blvd. N.W.
CALGARY, AB
T3G 2C5
Phone: 239-6111

Rosebrier Community School
R.R. #2
WETASKIWIN, AB
T9A 1W9
Phone: 352-3168

Sacred Heart Community School
9624 — 108 Avenue
EDMONTON, AB
T5H 1A4
Phone: 422-3652
424-1727
424-6386
424-1603

Sherwood Community School
2011 — 66 Avenue S.E.
CALGARY, AB
T2C 1J4
Phone: 279-7784

Southview Community School
2425 Southview Drive S.E.
MEDICINE HAT, AB
T1B 1E8
Phone: 526-4495
527-6086

St. Catherine Community School
10915 — 110 Street
EDMONTON, AB
T5H 3E3
Phone: 426-6933

St. Mary's Community School
111 — 18 Avenue S.W.
CALGARY, AB
T2S 0B6
Phone: 228-5810

St. Patrick Community School
7810 Poplar Drive
GRANDE PRAIRIE, AB
T8V 4T8
Phone: 539-7434

St. Patrick's Community School at Dawe Centre
3827 — 39 Street
RED DEER, AB
T4N 0Y6
Phone: 343-2033

St. Paul Regional Community
High School
Box 5000
ST. PAUL, AB
T0A 3A0
Phone: 645-4491

Steinhauer Community School
10717 — 32 A Avenue
EDMONTON, AB
T6J 4A6
Phone: 437-1080

Sunnyside Community School
211 — 7 Street NW
CALGARY, AB
T2N 1S2
Phone: 283-1842

Vanier Community Catholic School
831 — 56 Street
Box 1745
EDSON, AB
T0E 0P0
Phone: 723-6612

William D. Cuts Community School
149 Larose Drive
ST. ALBERT, AB
T8N 2X7
Phone: 458-8585

Win Ferguson Community School
9529 — 89 Street
FT. SASKATCHEWAN, AB
T8L 1J2
Phone: 998-1441

St. Timothy Community School
14330 — 117 Street
EDMONTON, AB
T5X 1S6
Phone: 456-7375

Strathearn Community School
8728 — 93 Avenue
EDMONTON, AB
T6C 1T8
Phone: 468-5147
468-5149
468-1074

Thorncliffe Community School
8215 — 175 Street
EDMONTON, AB
T5T 0G9
Phone: 487-2061
487-2155
487-2268

Victoria Community School
411 — 11 Avenue S.E.
CALGARY, AB
T2G 0Y5
Phone: 269-4937
269-4930

Willow Creek Composite Community
High School
Box 219
CLARESHOLM, AB
T0L 0T0
Phone: 625-3387

*Note — Lafond Community School is closed due to low enrolment.